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ABSTRACT

Secretarial Practice is a finishing course for persons taking a vocational stenographic curriculum sequence or a three-unit sequence in either stenography or machine transcription. The syllabus discusses in detail the course objectives (definition of terms, general objective, selected specific objectives, syllabus organization and human relations); administrative concerns (suggested scheduling patterns, major sequences and diploma requirements, prerequisites, and minimum equipment); modes of instruction (role playing, case studies, contracts, demonstrations, independent study, programmed learning, brainstorming, operation breakdown, flow charting, and simulation); and classroom management (pretesting, posttesting, dictation and transcription, building pupil schedules, student reference notebook and communication skills). The course has been divided into 12 major modules: advanced typewriting, adding and calculating machines, machine transcription, duplicating machines, filing and records management, data processing, communications, human relations, stenographic skill development, related secretarial office procedures, office simulation and the in-basket technique, and job seeking and behavior on the job. Each of these modules contains an introduction to the topic, student behavioral objectives in terms of performance goals, teaching suggestions, and content topics organized into three levels. (Author/BP)

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SECRETARIAL PRACTICE SYLLABUS

1974 REVISION

CE 002 552

The University of the State of New York/The State Education Department
Bureau of Secondary Curriculum Development/Albany, 1974

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FOREWORD

Secretarial Practice was first taught in the 1930's in the secondary schools of New York State. A syllabus was developed subsequently and reprinted in 1967. This publication is a complete revision to include the curriculum innovations contained in the new Office Practice Syllabus released in 1972. The new format is in modules which can be kept in a three-ring, loose-leaf binder by the teacher. Each module contains objectives stated in terms of student performance goals and evaluation techniques, teaching suggestions, and content topics are all correlated.

The members of our advisory committee were:
Thelma Macon, Woodland Hills High School, Hartsdale
Vivian Merritt, Delaware County BOCES, Walton
Julian Milkes, Northport High School, Northport
Edda Perfetto, Nanuet High School, Nanuet
Esther Stiles, Bay Shore High School, Bay Shore

Although each of the above persons was involved in writing this Syllabus, the following should be commended for particular contributions:
Thelma Macon for Stenographic Skill Development and The In-Basket Technique
Edda Perfetto for Related Secretarial Procedures
Julian Milkes and Esther Stiles for Office Simulation
Vivian Merritt for Job Seeking

Hobart H. Conover, Chief, and Elton T. Murphy, Associate, of the Bureau of Business Education and Alvin E. Rubin, Associate, of the Bureau of Secondary Curriculum Development were responsible for the editorial changes and other decisions which have resulted in this Syllabus in its present form.

Constructive criticism will be welcomed from teachers who use this Syllabus.

G. Earl Hay, *Supervisor*
Vocational Curriculum Unit
Bureau of Secondary Curriculum Development

Gordon E. Van Hooft, *Director*
Division of Curriculum Development

MESSAGE TO THE TEACHER

The design of this syllabus closely approximates that used for the Office Practice Syllabus. Teachers have reported such complete support of the format of the Office Practice Syllabus that the committee concurred immediately that the modular format should be repeated.

It will be noted that several of the modules in Secretarial Practice are, in fact, identical to those in Office Practice. This reflects the fact that Secretarial Practice, like Office Practice, serves as a culminating course and, in addition to the further development of the secretarial skills, introduces students to a number of related office competencies.

Content of most of the modules has been structured in three levels to provide progressive steps to content mastery as the student moves from the simple to the more complex. The behavioral outcomes specified at each level will help teachers to accommodate varying student learning rates and styles and to assess student progress. The behavioral goals represent standards that the syllabus committee considered appropriate to the various instructional levels. Some of the expected outcomes will undoubtedly require modification dependent upon local needs and conditions. Teachers are encouraged to provide to the Bureau the benefit of their experience as they use the syllabus.

Of particular interest to teachers of Secretarial Practice should be the modules dealing with the development of the shorthand skills. The module dealing with Office Simulation should be of equal interest inasmuch as Secretarial Practice should provide opportunities for secretarial students to experience something close to an actual office environment. Secretarial Practice teachers will certainly want to set aside some time for an office simulation.

Comments from the field as to the content and arrangement of this new syllabus will be welcomed as a means to its further refinement.

Hobart H. Conover, *Chief*
Bureau of Business Education

Robert H. Bielefeld, *Director*
Division of Occupational
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CHAPTER I

COURSE OBJECTIVES

Secretarial Practice is a finishing course for persons taking a vocational stenographic curriculum sequence or a three-unit sequence in either stenography or machine transcription. It is basically a supervised laboratory course. It should be available to those students who have completed one or more years of typewriting plus machine transcription or one or more years of shorthand plus transcription. Its basic objective is to provide the added preparation needed by many high school stenographic majors to enable them to qualify for beginning positions as stenographers or secretaries. A major contribution of the course is the opportunity provided to integrate the varied skills and important knowledges essential to the work of a stenographer or secretary.

The nature of this subject necessitates that it be taught by practical application of knowledges previously learned in English, typewriting, machine transcription, or shorthand and regular transcription. Furthermore, an opportunity is provided for acquiring other essential skills and knowledges such as: operation of commonly used office machines, filing, and fundamentals of data processing. The importance of various interpersonal relationships essential to successful employment is also stressed.

At the completion of the course, each student should be able to demonstrate practical mastery of the attitudes, knowledges, skills, and ideals expected of beginning stenographers or secretaries.

DEFINITION OF TERMS

Shorthand 1 is the introductory or first-year shorthand course. It may consist of a symbol, alphabetic, combination symbol and alphabetic, or machine shorthand. When offered on a single-period basis with an additional amount of time devoted to out-of-class study and preparation, one unit of credit may be offered for the successful completion of the course.

Shorthand 2 is the advanced or second-year shorthand course. When Shorthand 2 is offered on a single-period basis with an equivalent amount of time devoted to out-of-class preparation, one unit of credit may be granted for the successful completion of the course.

Transcription is a one-half unit, single-period course that requires no out-of-class preparation. The course must be scheduled so that it can be conducted in a typewriting room or in a special transcription or secretarial practice room where typewriters are available for transcription purposes for all students.

Machine Transcription is taught as a module of instruction in secretarial practice or office practice or as a separate one-semester or two-semester course. When taught as a separate course 1/2 or 1 unit may be granted for its successful completion when scheduled on a single-period basis with regular out-of-class preparation.

Office Simulation is a teaching technique suggested as a culminating activity in secretarial and office practice. The activities of a functioning office are planned around the work assignments and job specifications of an actual business organization. Students experience the

relationships and interrelated tasks of a functioning business or office. Additional course credit is not granted when office simulation is included as a culminating activity in Office Practice or Secretarial Practice.

Directed or In-School Supervised Work Experience is recommended as a learning technique where cooperative work experience cannot be scheduled. Students are assigned job stations in school offices or perform office-clerical tasks for faculty as a culminating course activity. Separate course credit is not granted for directed work experience scheduled as part of the requirements of Office Practice or Secretarial Practice.

Cooperative Office Experience is recommended where a school is able to arrange office job stations in local business establishments where students may be employed on a half-day basis. Special credit is granted for paid, supervised work experience based upon the number of hours the student is employed. A maximum of two units of graduation credit may be applied toward Regents graduation requirements.

The Rotation Plan is a method of teaching individuals or small groups that are working on different equipment or projects so that the pupils rotate in the uses of equipment or project materials in an effort to obtain maximum utilization of limited equipment, materials, and supplies.

The Battery Plan is a method of teaching involving all pupils working on the same project or type of equipment at the same time. Instruction is on a group basis rather than on a small group or an individualized basis.

Automation is the process of handling clerical operations of a business with little human intervention once the data have been programmed into the system.

Data Processing is the handling of all paper work resulting from the production and distribution of goods and services.

GENERAL OBJECTIVE

The basic general objective of *Secretarial Practice* is to provide sufficient instruction and practice in a wide variety of secretarial skills and procedures so that students completing the course will be well qualified for initial employment as stenographers or secretaries and attitudinally ready for promotional training that will enable them to advance to senior stenographic and secretarial positions.

SELECTED SPECIFIC OBJECTIVES

Among the expected outcomes of *Secretarial Practice* are the following

1. To provide instruction and supervised practice leading to increased skills in
   - reading and writing of shorthand notes, including the maintenance and improvement of shorthand and transcribing skills
   - oral transcription of shorthand notes
   - typewritten transcription of shorthand notes
   - speed in copying typewritten material
   - speed of planning and typing tabulated or rough-draft material
   - typing letters artistically
   - command of the fundamentals and mechanics of business English
   - ability to spell accurately terms commonly used in business correspondence
   - proficiency in proofreading and error detection and correction

2. To provide instruction and supervised practice leading to reasonable proficiency in the use of commonly used business machines and equipment, such as
   - fluid, stencil, and offset duplicating machines
   - photocopy machine
   - electric typewriters
   - adding/calculating machines
   - transcribing machines
   - dictating machines
   - selected specialized data and word processing machines
3. To provide instruction and supervised practice leading to increased understanding of secretarial duties, knowledges, attitudes, and ideals, such as
   - how to handle incoming and outgoing mail
   - good telephone etiquette and techniques
   - how to meet and take care of the needs of callers
   - use of appropriate office reference books
   - procedures for handling manual recordkeeping responsibilities
   - procedure for good records retention and management
   - how to select, purchase, store, and use office stationery and supplies
   - proprieties of dress and office deportment
   - practices conducive to good on-the-job human relationships

SYLLABUS ORGANIZATION

The course content of this syllabus has been divided into 12 major areas:

- Advanced Typewriting
- Duplicating
- Adding/Calculating Machines Operation
- Machine Transcription
- Data Processing
- Communication
- Filing and Records Management
- Human Relations
- Stenographic Skill Development
- Related Secretarial Procedures
- Office Simulation and The In-Basket Technique
- Job Seeking and Behavior on The Job

Content in each of the above areas has been organized on three levels with specific student behavioral outcomes identified for each level.

The principal objective for *Secretarial Practice* is to continue the development of the skill of verbatim dictation and transcription. This instructional module, therefore, should be given primary attention. It is recognized that not all students can be expected to reach the highest level of proficiency in each of the 12 major content areas. The teacher, therefore, must assist each student in formulating a course goal commensurate with her abilities and interests.

Level I in each instructional module should be covered as a basic requirement by all students. Furthermore, students should reach Level II in at least three areas and Level III in at least two content areas before the completion of the year's work. Recognizing the importance of motivating each student to her highest possible level of attainment, these course standards should be considered desirable goals rather than fixed standards.

It is important that every student completing Secretarial Practice be well grounded, generally, in the knowledges and skills essential for entry-level stenographic employment. The course should help students integrate the various knowledges and skills and bring them together as a functional whole. It is important, therefore, that teachers set aside time for directed work experience, simulated office practice, or cooperative work experience so that students will experience the paper flow and inter-relationships of an operating business office.

HUMAN RELATIONS

Good interpersonal relationships are extremely important to any smoothly functioning business organization. Study after study of reasons for job failure emphasizes the need for good human relations.

Although the module devoted to Human Relations has been organized as a separate body of content, it is recognized that most of the factors affecting employee attitudes toward dress, fellow employees, and job performance are not learned in a vacuum. Teachers may, therefore, prefer to integrate opportunities for developing positive job attitudes and good peer relationships in a variety of carefully planned class activities. With this approach, teachers will want to read the module in its entirety and then plan specific steps that will help students achieve the behavioral outcomes delineated. Effecting attitudinal changes is difficult; teachers are urged to provide students with opportunities to work on projects in teams and to structure work sequences that will emphasize cooperation, sensitivity to one's peers, and the interlocking relationships of task sequences in a functioning office.

CHAPTER II

ADMINISTRATIVE CONSIDERATIONS

SUGGESTED SCHEDULING PATTERNS

Secretarial Practice is most effective when pupils are scheduled for class instruction on a double-period basis. This scheduling provides the time necessary for machine practice and for classroom projects which approach those that will be encountered later on the job. Other scheduling arrangements are dependent upon available classroom space, out-of-class assignments, teacher availability, and utilization of paraprofessionals for student supervision during the laboratory practice periods.

In order to facilitate scheduling, Secretarial Practice can be offered in the following ways:

Recommended Order

	Time Block	Outside Preparation	Total Periods In Class	Total Periods Out-of Class	Units
1	Double Period	None	360	None	1
3	Single Period	Daily	180	180*	1
2	Double Period	Daily	360	180*	1½

*Supervised in-school work experience may be substituted for the daily outside preparation.

PREREQUISITES

Secretarial Practice is an advanced business course requiring certain basic knowledges and skills upon enrollment. It is suggested that students enrolled in Secretarial Practice

- be in the twelfth grade
- be interested in seeking employment upon graduation as stenographers
- have successfully completed at least a year of typewriting
- have completed the requirements for Machine Transcription, or Shorthand 2 and Transcription, or be currently enrolled in Shorthand 2
- be able to transcribe with reasonable accuracy shorthand notes dictated at the following minimum rates --
  a. 80 wpm for those pupils who have completed Shorthand 2 and Transcription
  b. 50 wpm for those students who have completed only Shorthand 1 and Transcription

- be able to transcribe mailable letters from machine dictation, if the pupil is specializing in machine transcription
- have the potential to succeed ultimately in a stenographic position

MAJOR SEQUENCES AND DIPLOMA REQUIREMENTS

Administrators, business teachers, and guidance personnel should have available the Administrative Handbook for Business and Office Education (1971 edition) for suggested major sequences and curriculums which involve Secretarial Practice.

It is recommended that some opportunity be provided students to participate in actual or simulated work experience. A separate chapter of this syllabus is devoted to the various work experience arrangements. It should be noted that students who participate in supervised, cooperative work experience may be granted one additional unit of graduation credit for a minimum of 300 hours of paid work experience. Teachers and administrators are urged to read carefully the chapter "Integrated Learning Experiences" for a detailed discussion of the relative advantages of various work experience procedures.

MINIMUM EQUIPMENT

The Secretarial Practice laboratory must have facilities for developing skills on a variety of basic office machines. The range of duties performed by the typical office secretary requires skills in machine transcription, recordkeeping, adding-calculating machines, filing and records management as well as in general shorthand and transcription.

The following list of equipment is suggested for a class of 20 pupils:

Typewriting Equipment

One typewriter is desirable at each pupil station. Half or more of these machines should be electric models; and at least one typewriter should be of the variety that permits varied type face and/or card punch simulation. Both pica and elite type face should be represented. Some of the typewriters should be equipped with carbon ribbons.

1 Long carriage typewriter with carbon ribbon, electric
1 Electric typewriter with varied type face should be represented
20 Typewriter desks, adjustable as to height, preferably L-shaped
25 Chairs for general use; adjustable posture chairs are recommended

Duplicating Equipment

1 Duplicator, stencil type, electric
1 Duplicator, liquid or direct-process, manual or electric
1 Duplicator, offset process, electric
1 Copier
1 Illuminated drawing board
Letter guides
Styli and shading screens

Adding, Listing, and Calculating Machines

1 Full-keyboard adding listing machine, electric
2 Ten-key adding-listing machines, electric
3 Calculators, printing, electric or electronic (at least one electronic)
3 Calculators, non-printing, electronic or rotary (at least one electronic)

Dictating Machines

6 Transcribing machines (tape, belt, disk). Include one dual-purpose dictation/transcription machine
Permanent training records, tapes, or belts

Filing Equipment

1 Vertical cabinet file, combination letter size and card size, 4-5 drawer
1 Vertical cabinet file, 4-5 drawer, letter size
1 Vertical cabinet file, 4-5 drawer, legal size
20 Card file boxes, 3x5 inches, with alphabetic indexes
20 Individual filing sets, minature or full-size, covering alphabetic, numeric, subject, and geographic filing
Guides, folders, letter trays, sorting trays, and visable index equipment
Out cards

Optional Equipment

The items listed here could be purchased or rented depending upon the availability of funds. The presence of these machines in the classroom will unquestionably make for a more comprehensive learning experience, even if they are rented for only a few weeks during the school year.

Posting and/or accounting machine
Keypunch machine
Telephone switchboard
Collator
Folding machine
Addressing machine
Justowriter
Flexowriter
Electronic facsimile copier
Varityper
Postage meter
Computyper
Add-Punch

Teacher Station

1 Teacher's desk, double pedestal
1 Teacher's chair
1 Legal file, two drawer, with lock
1 Demonstration stand

General Room Equipment

Generous bulletin board space
Adequate chalkboard space
Generous storage cabinets for supplies
2 Wastepaper baskets
1 Paper cutter
2 Paper staplers--1, heavy duty, 1 electric
1 Combination time and date stamp or separate time and date stamps
1 Paper punch for three-ring binder
1 Interval timer
1 Stop watch
1 Postage scale
1 Staple remover
1 Numbering machine

Utility Equipment

2 Tables, 30x60x29 inches high, masonite or plastic top
1 Overhead projector
1 Tape recorder
1 Pencil sharpener
1 Sink with soap dispenser
1 Recordplayer
1 Paper towel dispenser
2 Scissors

Instructional Tapes

Self-instructional tapes are recommended for use with dictating-transcribing equipment, typewriting equipment, and the card punch machine.

Supplies

Supplies for classroom use should include such items as Stencils, master sets, paper suitable for duplicating equipment available, and ribbons for typewriters, adding-calculating and other machines

Cleaning supplies
Stencil inks and/or paste
Tapes for tape recorder
Belts, disks, tapes and/or cassettes for transcription equipment
Correction fluid
Adding and calculating machine paper tapes
Supplies related to the various duplicating processes
(These supplies are not always interchangeable from one process to another.)

Basic Textbooks

Typewriting
Filing

Basic Textbooks (Cont'd)

Operator manuals for basic office machines
General secretarial practices and procedures
Teacher made, employer made, or publisher developed workbooks, of basic mathematics problems to be solved with the various business machines

Reference Texts

Dictionaries, 20 desk-type
Dictionary, unabridged, with stand
Atlas
Almanacs
City directory
Telephone directory
Biographical directories
Thesaurus
U.S. postal manual
Etiquette book
Timetables
Secretarial handbooks
Book of quotations
Style manuals
Hotel guide/Motel guide

Practice Sets

One or more practice sets or teacher developed materials should be available to give students the experience of a functioning office.

Job Instruction Sheets

Individualized instruction may be provided by the teacher who is willing to develop job instruction sheets for her students to use in processes conducive to drill or skill development. Three sample job instruction sheets have been provided at the end of the modules on the Full Keyboard Adding-Listing Machine, Duplicating, and Filing.

CHAPTER III

MODES OF INSTRUCTION

Several instructional modes are feasible and potentially effective for a course such as Secretarial Practice. "Traditional modes are not necessarily either the best or the worst for any given purpose. What is needed in each case is thoughtful design and management of the learning environment. This requires decisions that match the requirements of the conditions of learning in each case with the available media and their characteristics."[1]

The various modes as listed by Gagné are readily recognized:

Lecture	Recitation
Discussion	Tutoring
Laboratory	Homework

Other authors use these and/or other terms to describe mode or method of instruction. Merle B. Karnes, Professor of Special Education, Institute for Research on Exceptional Children, University of Illinois, makes the following suggestions with respect to learning

- A multisensory approach would tend to indicate that a more concrete type learning experience has been accomplished.
- Much responsibility is placed on the teacher to differentiate instruction to meet the student's specific needs.
- Interesting materials and the possibility of success will tend to make the learner's attention span more adequate.
- Repetition may be needed to reinforce learning; overlearning could become especially important.
- Knowledge must be used in meaningful contexts.
- Activities should be chosen carefully so that success is possible and that a minimum amount of time is required for the completion of a task.
- Recognition of competition is necessary and is important to encourage future efforts.
- Better response can be expected to immediate goals than to delayed ones.
- Students must see a reason here and now for engaging in a task.
- Opportunities are needed to practice language by talking about firsthand experiences involving
  - What student has seen
  - What student has heard
  - What student has done
  - What student plans to do
- The greater the facility in the use of words, the more effective a student's thinking will become.
- Teachers must accept standards for what they are and provide a warm friendly atmosphere where students feel secure and have a sense of belonging.

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1 Robert M. Gagné. The Conditions of Learning. New York: Holt, Rinehart, and Winston, Inc., 1964, p. 295.

2 Merle B. Karnes. NEA Journal, April, 1970.

Directions must be very specific and definite; and consideration must be given as to how many directions can be given at one time.

As indicated earlier, Secretarial Practice presents endless opportunities to use many modes of instruction. As the teacher seeks to develop and refine shorthand dictation and transcription skills, group dictation, lecture, laboratory (including taped dictation and teacher demonstration), discussion and homework are the common modes. The design of the instruction should be planned in advance and, of course, modified according to class needs. Remedial shorthand instruction might be provided through personal tutoring or with the use of previously recorded dictation.

Group modes will be more common as the teacher covers the content of Level I in most of the instructional modules. However, as students progress to the succeeding achievement levels, there will probably be less need for lecture and recitation and more discussion (for transfer), individual study and tutoring. At Level III independent study, directed and simulated work experience will be emphasized.

Obviously, as the student reaches the higher levels of content, he should be expected increasingly to work on his own with less and less teacher supervision.

MOTIVATIONAL PROCEDURES

Within the framework of Gagné's six basic modes of instruction, it is possible to use a variety of motivational procedures familiar to students and teachers of business education.

Role Playing. Especially important to students is the opportunity to engage in role playing for the purpose of creating awareness of acceptable office behavior. Role playing will be found to be a most effective teaching technique when covering aspects of the content of the human relations module. Role playing is an excellent means for stimulating discussion or for demonstration in a laboratory situation.

Case Study. This procedure, while developing much the same result as role playing, probably requires less time for preparation on the part of students. In fact, to consolidate points made in a previous discussion, a case study created by the teacher, a student, or the combination of the two, can be manufactured on the spot. More practical, however, is selecting from the many case studies available those which introduce, review, or develop further those concepts under consideration. The case study, like role playing, is particularly applicable in covering many of the topical details included in the human relations module.

Contract, Project. The contract or project instructional procedures fall within Gagné's definition of the laboratory or homework modes of instruction. The contract method has the very great advantage of permitting the student to see a total task laid out before him. He can then plan his work so that it can be accomplished within a given time frame. The contract procedure has the added advantages of self-pacing and giving the student considerable satisfaction as he completes one contract and moves to another.

Demonstration. Demonstration, which can be classed as a laboratory procedure, is especially desirable in presenting an overview of equipment to be used. A demonstration of adding/calculating equipment, for example, will serve to point up similarities and differences among various machines as well as unique techniques in its operation. A demonstration by a sales

representative is also an excellent method for giving students the opportunity to see new machines available on the market or equipment not available in the classroom.

Demonstration for operation of equipment is best given before small groups and, whenever possible, by bringing the students into the demonstration. Teacher and/or student demonstration, accompanied by job instruction or operation breakdown reference sheets gives the student both the opportunity to observe the operation visually and to follow the printed job breakdown step by step.

Independent Study. This procedure is becoming increasingly important as our schools strive to provide better opportunities for students to progress at their own rate and style. Improved library facilities, audio-visual media, and resource centers designed for independent learning and practice apart from the assigned class period are all contributing to the possibilities for maximizing student achievement. Students can be guided to references and directed toward research activities relating to specific topics under discussion, or, through the use of job instruction sheets, a body of knowledge absorbed or a series of activities accomplished with minimal teacher assistance. With this instructional procedure, the teacher assumes the role of guide--providing routes and directions to various learning resources, suggesting steps to be taken as the student progresses toward his goal, and observing the student to make certain that steps and procedures are properly followed.

Independent study can be very useful in a course such as Secretarial Practice where students may have a wide divergence of preparation. Some students entering Secretarial Practice will need remedial instruction in written and oral communication, typewriting, English mechanics, spelling, and shorthand. Independent study can be used to accomplish much of this remedial work without requiring the participation of the entire class.

All Secretarial Practice teachers will undoubtedly use independent study as a means for motivating students to their best effort and for achieving many of the expected behavioral outcomes.

Programmed Learning. Programmed learning materials may be used as a means for independent study, for tutoring, or homework, or perhaps in a laboratory setting as a means of stimulating discussion.

Some programmed learning materials are designed primarily for new learning while others are more useful for remedial instruction. The advantage of many programmed materials is the immediate opportunity for students to see their progress through built-in checking devices. Many students find programmed instruction extremely challenging and mentally stimulating.

Brainstorming. Brainstorming is a procedure effective in a laboratory or discussion setting for generating maximum student participation on a given topic. The object in a brainstorming session is for students to speak freely so as to generate as many ideas as possible within a prescribed time. This procedure is used widely in business to elicit maximum contributions from all members of the group and to stimulate new approaches to problem situations.

Operation Breakdown or Job Instruction Sheets. The job instruction sheet, a by-product of analysis of business operations and procedures, is particularly suited to a course such as Secretarial Practice, where students are apt to be engaged in a variety of class activities.

Where does the teacher secure operation breakdowns? A volume of sample job instruction sheets is available from the Bureau of Business Education for teachers of office and secretarial practice. Based upon the format illustrated in this volume, teachers will be able to develop job instruction sheets for many of the topics included in the various instructional modules.

Some equipment manufacturers also include such instructions with various items of equipment. It is recognized, however, that the teacher may have to prepare the breakdown for operating a particular machine to obtain the best results.

A teacher need not be overcome at the thought of preparing breakdowns for the many operations performed in the classroom. If he first prepares breakdowns for those procedures or operations which he and the students find frustrating, he will find considerable gains in student efficiency, classroom control, and student satisfaction. If this procedure is repeated annually, and whenever new equipment is purchased, the teacher will in time have breakdowns appropriate for the entire course.

Flowcharting. This instructional procedure is appearing increasingly as a means for helping to present visually the sequence of a series of activities or events. Symbols, representing activity, decision, equipment, input, output, type of operation, etc., are used to picture flow of data through a system, its source and destination, and the sequence of operations in between. Flowcharting is used extensively in business in connection with work simplification and methods and procedure analysis. Teachers will find the flowchart very useful to present to a class an overview of a job involving a sequence of operations and the "flow" of materials and responsibilities from one worker to another.

Office Simulation. Ideally, every student of office education should be given some opportunity to integrate his knowledge and skills as a functioning whole in an actual or simulated job experience. Some teachers, recognizing this need, assign students regularly to selected faculty members whose responsibilities warrant the part-time service of a stenographer. Other schools may prefer to organize part-time cooperative work experience in the offices of local business establishments. A more extensive program is presented in a separate Department publication.

The "In Basket/Out Basket" and office simulation organizational patterns are so important to teachers of Secretarial Practice that they are described fully in a succeeding chapter of this syllabus.

The obvious advantage of each of the procedures described briefly above, is the opportunity for students to organize their work, be faced with decisions as to work priorities, and to encounter some of the interlocking routines faced in any functioning office.

CHAPTER IV

CLASSROOM MANAGEMENT

The work conducted in the Secretarial Practice classroom should include regular dictation and transcription of all kinds of office material. Letters, speeches, interoffice memorandums, instructions to employees and many other such types of material should be dictated to pupils. Provision should also be made for regular speed and accuracy building exercises in both shorthand and typewriting. As the course progresses, office-style dictation should become a regular part of the classroom dictation/transcription practice.

If the subject is taught on a basis which requires out-of-class assignments, it is important that this work be assigned on a regular basis and include activities which emphasize punctuality, accuracy, neatness, thoroughness and other similar characteristics associated with top office performance.

Regular periodic testing should also be conducted so that pupil progress from one level to another in an instructional module is clearly evident to both pupil and teacher.

PRETESTING

Because the content of Secretarial Practice is arranged on achievement levels, wherever possible the teacher should use a pretest to help to identify the status of the pupil's development. For the typewriting, shorthand, adding/calculating machine modules, pretesting is particularly desirable for helping the teacher assess remedial teaching that will be necessary. A variety of appropriate material is available from commercial publishers that will assist the teacher in pretesting.

POST-TESTING

Students will be progressing at various rates in the several content areas and testing of achievement will necessarily be staggered at each pupil's point of readiness. Obviously, testing should not be scheduled every class day or the teacher will be inundated with these details. It is suggested, however, that at least one day every other week be set aside as "potential" testing days. This should relieve the teacher of the constant routine of testing and also motivate students to a point of readiness to meet the test schedule.

The philosophy emphasized in this syllabus is that achievement standards be clearly evident to students for each level of content but that the time span needed by individual students to attain these standards be flexible. Obviously teachers may be required occasionally to prod some students toward maintaining a production schedule. The secret will be in the teacher's ability to plan a work schedule with each student commensurate with his abilities and to motivate his maximum effort toward achievement of mutually accepted achievement goals.

DICTATION AND TRANSCRIPTION

Because taking dictation and transcription are frequent duties in the secretary's work day, each class period should provide some opportunity for pupils to continue the development of these skills. An excellent procedure is to begin the class each day by dictating some material to be transcribed either during the class period or as an outside assignment. This material should be varied, representing as broadly as possible the range of material encountered in typical secretarial dictation.

Many types of commercial dictation are available, including tapes and records. The secretarial practice teacher should seek to develop a library of appropriate recorded material that pupils may use on a loan basis for regular and remedial dictation and transcription. Several companies will furnish office style dictation materials that will be especially desirable as the course progresses.

BUILDING PUPIL SCHEDULES

A great deal of the learning in Secretarial Practice will take place in small student groups and through self-paced individualized methods and materials. Certain learning activities can best be scheduled as a total class activity, and the teacher will periodically be called upon to interrupt pupils to interject suggestions for what has become a common problem.

Progress through Level I of several of the modules may conceivably be scheduled as "battery" class activities. The battery plan involves instruction on a group basis involving all pupils on the same project or type of equipment at the same time. After Level I has been reached in the 10 content areas, the teacher will be called upon to help each pupil plan a course of action with respect to the content areas that is compatible with the pupil's job objectives, interests and abilities. At this point the teacher should endeavor to map a course of action for each student, taking into consideration the limitations that may by imposed by the equipment in the instructional laboratory.

STUDENT REFERENCE NOTEBOOK

It is suggested that throughout the year each student be required to develop an office reference manual or notebook. As each topic is covered, pertinent facts should be typed and added to the manual so that students may have a basis for review as well as a reference volume for possible use once on a job.

Several excellent secretarial handbooks are available from commercial publishers, and students should have one or more of these references to handle a variety of routine questions. The student-developed manual should, however, become a compilation of facts relating to secretarial practices and procedures garnered from a variety of sources as well as teacher hints provided throughout the year.

Suggested major areas of content for such a list is presented below:

- Office Procedures
- Filing rules
- Suggestions for handling mail
- Receptionist duties
- How to plan an itinerary

- Office Procedures (cont'd)
  Duties of a secretary
  How to plan a tabulation
  Procedures for maintaining a checking account
  Payroll procedures
  Income tax hints

- Transcription Hints
  Letter and envelope forms, notations of special services
  Rules of punctuation and grammar
  Spelling demons
  Guide to reference materials

- Business Machines
  Operating techniques
  Automated data processing terms

- Interview and the Job
  Form for letter of application
  Data sheet
  Preparing for an interview
  Sources of job information
  Hints for job success

COMMUNICATION SKILLS

The secretarial practice teacher recognizes that skill in language is the most basic business tool. The secretary is primarily a communicator--orally, in writing, or by telephone. Communication skill is equally important to all pupils. It has been demonstrated that, generally, superiority in language skills is the distinguishing achievement between success or failure in a large majority of occupations. Every high school course can make a contribution in this area if a concerted effort is made by the total school faculty.

Pupils will make the most effective use of their class time if they have already learned standardized language mechanics. A coordination of what has previously been taught in other classes with what is required in business should be the cooperative effort of the members of the faculty. Obviously, a major responsibility of the teacher of Secretarial Practice will be to diagnose weaknesses in pupil communication skills and plan remedial activities designed to help each student with her particular problems. Even at the end of the school year, some students will be less able in the communication skills than others. Students must be helped to recognize certain areas of weakness and to rely, wherever possible, on aids and references that will be of assistance. Secretarial Practice should instill in pupils an interest in learning and in discovering new bits of information, pertinent knowledge, and facts that are characteristic of the working resources of an effective secretary.

SECRETARIAL PRACTICE SYLLABUS

ADVANCED TYPEWRITING

INTRODUCTION TO ADVANCED TYPEWRITING

It is important to establish and maintain an office environment in a secretarial practice classroom. Group instruction, therefore, will likely be kept to a minimum. The teacher and class together should develop the routine to be followed--each understanding the role of the other. The office environment requires space for movement, for establishment of specified work areas, and for sufficient equipment for each student. Ideally, a typewriter should be available for each student. There is never a time, then, when a student has "nothing to do," as she can always spend her time profitably in improving typewriting skill.

Student Differences

Students will vary considerably in typewriting skill in secretarial practice classes. The student's paramount objectives (individually recognized or developed by the teacher) are two: (1) to improve her own entrance performance as measured against her performance during and upon leaving the class, and (2) evidence of efficient and useful production within her own level of performance.

The slower student should be accepted for participation in regular assignments but at a different rate of performance. For example, the slower student will not be expected to complete as long a manuscript assignment, she will type fewer letters in a letter assignment, her goals for production may be less in quantity but similar in accuracy to that of the better student. What she types should be expected to meet established class standards when such standards are set.

The slow typist cannot be permitted to "give up" in the face of the superior performance of some of her classmates. Deficient in skills when she enters Secretarial Practice she can if she wishes work both in and out of class to upgrade her typing skill to the point where it becomes vocationally acceptable.

Proper identification of cause of typewriting error is extremely important and can be both interesting to the student and profitable in her self-improvement program. Many textbooks have excellent discussions of causes of error and suggestions for corrective practice. Error frequency, however, is also a matter of habit or attitude. Rather, accuracy should be stressed. Students can be guided in the discovery that some materials may be written indifferently (rough drafts, for example) because they are to be retyped; whereas, some materials must always be typed perfectly the first time to be usable. Students can develop the attitudes which will help in these varying typing situations.

The teacher's role, therefore, should be one of guidance; helping each student to evaluate her own performance; selecting or assisting the student to select drills for self-improvement; and supervising definite class assignments. Each student then is in competition with herself; and her own record reveals the improvements she makes or for which she should strive.

Group Instruction

Group instruction can be profitable for review work at the beginning of the year and for introduction of new subject matter. However, if differences in typewriting skill are great, even this instruction will be reduced to small groups rather than to the entire class. Ordinarily, group instruction will require only a part of a class period; and as the year progresses, group instruction should demand less and less time.

General Review

A period of general review should not take more than four of five periods during the initial sessions of the class. During this time the following topics should be covered:

1. location and nomenclature of essential machine parts so that students can understand instructions, report machine failures, and manipulate the typewriter correctly;

2. examination of the textbook (table of contents and index) with the expectation that students will learn to use it efficiently as a reference tool and for corrective drills;

3. location of specialized instructional materials for remedial practice so the student will be able to direct her own self-improvement program once personal difficulties are analyzed;

4. 3- to 5-minute timed writings to establish a personal record of improvement as the course progresses;

5. discussion of initial assignments and procedures for integrating typewriting activities with other instructional activities.

TYPEWRITING

STUDENT BEHAVIORAL OBJECTIVES

Level I (Beginning)

This level is primarily exploratory and corrective. Whether a student will remain at this level or proceed immediately to Level I (Advanced) will depend upon the typewriting skill that has been achieved as the result of previous instruction. A performance test(s) is suggested for identifying the level at which pupils should begin.

At the completion of this level, the student should have

1. Reinforced the stroking reaches to the alphabetic, number, and special character keys on the typewriter keyboard, with an even touch and with rhythm.

2. Reinforced the use of the operational keys on the typewriter--margin release, shift keys, tabulator, space bar, carriage return, etc.

3. Reinforced the proper techniques, such as
   - Posture at the typewriter
   - Erasing
   - Organization and cleanup of work area

4. Demonstrated the ability to type three 3-minute timings from unfamiliar copy at the rate of 25 gross words per minute, with no more than one error per minute.

TYPEWRITING

OUTLINE OF CONTENT

Level I (Beginning)

Content	Teaching Suggestions
I. Review and Familiarization.	
A. Manipulative skills	Show where the basic parts are located on the different makes of typewriters available.
1. Basic parts of the typewriter	
a. Paper guide	Demonstrate how each part serves a useful function.
b. Line space regulator	
c. Variable line spacer	
d. Paper release	
e. Paper bail	
f. Ribbon control	
g. Touch control	
h. Multiple copy control	
2. Keyboard reaches	Use introductory lessons from typewriting texts to correct faulty stroking habits and reaches.
a. Alphabetic	
b. Number	
c. Special characters	Demonstrate correct use of the operational keys. Observe students at work and suggest corrective measures.
3. Operational keys	Select exercises from basic typewriting texts designed to correct faulty manipulation and use of the operational keys.
a. Margin set(s)	
b. Margin release	
c. Carriage return	
d. Shift	
e. Paper release	
f. Backspace	
g. Tabulation	

Content	Teaching Suggestions
B. Touch 1. Manual typewriter 2. Electric typewriter	Demonstrate need for sharp staccato touch on manual typewriters and light touch on electric machines.
C. Position of body, copy, and supplies	Observe pupils. Demonstrate proper position. Ask pupils to observe one another and make suggestions for improvement. Encourage orderly arrangement of supplies to facilitate maximum work efficiency.
D. Speed and accuracy development	Concentrate on straight copy of low syllabic intensity and/or copy designed for corrective purposes. Limit timed writings to 3 minutes. Strive for error control. Use a variety of copy. Administer one timed writing each week on unfamiliar copy. Strive for a minimum speed of 20-25 gross words per minute.
E. Care of type face	Demonstrate use of fluid and putty for cleaning typeface.
F. Organization and clean up of work area	Provide separate folders for each student's typing materials when locked desks are not available. Demonstrate good paper utilization and desk organization.
II. Evaluation for Promotion to Level I (Advanced)	Provide opportunity for several timed writings. Encourage pupils to time one another. Maintain a chart showing speed and error control. Students who demonstrate typing competency of 20-25 words per minute on at least three, 3-minute writings with not more than one error per minute should proceed to Level I (Advanced). Students should be observed during the timings to determine if keyboard reaches are proper and that operational keys are correctly used.

TYPEWRITING

STUDENT BEHAVIORAL OBJECTIVES

Level I (Advanced)

Students who are able to pass the typing timings of Level I (Beginning), should proceed immediately to Level I (Advanced). Strong, steady carriage movement, error control, proper keyboard reaches and proper use of operational keys should be indexes of student ability to move directly to the advanced level.

At the completion of Level I (Advanced), the student should be able to

1. Produce accurate copy on three 3-minute timings of average syllabic intensity; maximum errors one per minute; 30-35 gross words per minute.

2. Type in 15 minutes an average length (150 words) letter, with a carbon copy and an envelop, from rough draft copy in mailable* form.

3. Type in 10 minutes a 150 word manuscript which has been corrected with proofreader's marks. The manuscript may contain listings, quotations, and footnotes. The final copy will contain no more than one correctable error.

* Mailable: Copy with no more than one correctable error.

TYPEWRITING

OUTLINE OF CONTENT

Level I (Advanced)

Content	Teaching Suggestions
I. Review	
A. Accuracy typing	
1. Error control	Continue timed writings with error control held at the minimum (one error per minute).
2. Speed improvement	Increase emphasis on speed building. Strive to increase speed level to 35-40 gross words per minute with three or less errors for at least three timings of 3 minute duration.
B. Correction of errors on single copy	
1. Methods	Review proper methods of erasing as well as the choice of proper erasing materials.
2. Materials	
a. Typing eraser	
b. Blockout tapes	
c. Liquid blockout	
d. Soft eraser on erasable bond	Stress moving carriage from key area before erasing.
C. Care of typewriter	Demonstrate good procedure for cleaning typewriter. Emphasize that regular care of the machine is part of the typist's daily routine.
D. The parts of a business letter	Review the parts of a business letter.
1. Letterhead	
2. Date line	Discuss regular and military style for the date line.
3. Inside address	
4. Salutation	
5. Body	
6. Complimentary close	

Content	Teaching Suggestions
7. Company signature 8. Official title 9. Reference initials 10. Enclosure notation	
E. Letter styles 1. Block 2. Semi block (modified) 3. Full block (all parts flush left) 4. Indented 5. NOMA (AMS) simplified 6. Display a. Hanging indentation b. Square block	Provide applications using each of the letter styles. Concentrate on one or two styles and on one-page letters of 100-200 words. Review various sizes of letter stationery and their relation to letter style.
F. Letter puncutation 1. Open 2. Mixed	Illustrate by line drawings these punctuation styles.
G. Letter length 1. Vertical placement 2. Margins	Discuss letter length, techniques for approximating letter length, and letter placement. Begin the development of an office manual that pupils may use subsequently in class projects or on the job. Develop a chart showing suggested margins for short, medium, and long letters. Students should be able to convert to pica or elite type as the machine requires.
H. Envelopes 1. Size 2. Address placement 3. Return address	Discuss addressing: No. 10 and No. 6 3/4 window envelopes. Review placement requirements. Discuss new postal suggestions for addressing envelopes: state abbreviations, special notations, placement, and zip code.

Content	Teaching Suggestions
II. New Learning	
A. Carbon copies 1. Carbon packs 2. Blind carbon copies	Develop list of hints for efficient use of carbon paper, i.e., cut corner to be sure carbon is properly inserted in the machine. Review techniques for correcting errors on carbon copies. Use various second sheets--copy paper, onion skin.
B. Form letters 1. Circular letters 2. Letter fill-ins	Discuss filling in of inside address and use of form paragraphs.
C. English mechanics	Review rules for abbreviations, capitalization, hyphenization, and punctuation. Add these basic rules to the pupils "office manual."
D. Tabulation 1. Exact placement 2. Introduction to statistical copy	Review procedures for exact placement. Use simple problems for review. Plan (only) more complicated copy. Provide limited experimentation with boxing and pivoting.
E. Rough draft 1. Manuscript 2. Letter copy	Concentrate on the proofreader's common symbols. Teach symbols for reference, not memorization.
F. Interoffice memorandums	Use simple copy for student practice. Concentrate on form and arrangement.
G. Manuscript or report writing	Limit copy to no more than two pages. Include footnotes and quotations.
H. Business forms 1. Columnar typing 2. Rules forms	Concentrate at this time on very simple forms. Subsequently, practice exercises should provide more complete coverage of business forms.

Content	Teaching Suggestions
I. Proofreading practice	Allow time at the end of each class period for student teams to proofread each other's copy. Some copy may be read aloud to teach voice control in an office setting.
III. Practice for Improvement	
A. Speed B. Accuracy	Persuade pupils to compete with their own records. Begin the emphasis on production timing.
IV. Evaluation	To move on to Level II, the student now should be able to demonstrate ability to perform at the levels of competency stated in the behavioral objectives shown on page A-7.

TYPEWRITING

STUDENT BEHAVIORAL OBJECTIVES

Level II

At the completion of this level, the student should be able to

1. Produce accurate copy on three 5-minute timings of average syllabic intensity, 40-45 gross words per minute, and with maximum errors of one per minute.

2. Type in 25 minutes two letters or one letter and one memorandum, each of average length (150 words), including special notations, and in mailable* form, with a carbon copy and an envelope.

3. Type in no more than 40 minutes a two-page manuscript of approximately 250 words in mailable* form. The report should contain a listing, a quotation, a footnote, and should include a carbon copy.

4. Type in 20 minutes a tabulation, with no more than one correctable error, containing four columns of 10 lines each, in addition to the headings.

5. Change a typewriter ribbon in 5 minutes.

* mailable: Copy with no more than one correctable error

TYPEWRITING

OUTLINE OF CONTENT

Level II

Content	Teaching Suggestions
I. Review	
A. Accuracy and speed development	Strive for accuracy while continuing to build speed. Use speed and accuracy improvement charts to motivate pupils. Begin the use of 5-minute typing speed tests comparable to Civil Service and job entry typing tests used by local employers. See Appendix pp. 4, 5 for minimum standards of N.Y.S. and U.S. Civil Service beginning typists and stenographers.
B. Letter mechanics 1. Parts of the letter a. Closing lines b. Enclosure notations c. "Copy to" notation d. Second-page headings	Review special letter features, letter placement, and when certain special notations are used. Provide applications that include each of the various special letter features studied. Select specimen letters to be included in the pupil's office manual.
2. Letter styles a. A.M.S. simplified b. Display c. Indented	Discuss each letter style. Provide practice on A.M.S. simplified style. Include copy in the pupil's office manual. Stress the importance of accuracy as well as proper form in letter typing.
C. Supplies 1. Stationery 2. Carbon paper	Review use of various weights of letterhead paper, various sizes of stationery and relation of letter style, and the different qualities of carbon paper.

Content	Teaching Suggestions
II. New Learning - Office Production Typing	At this level, the student should get practice in composing at the typewriter and in production typewriting. As the pupil progresses in Level II, standards of acceptability of the finished product should gradually be increased to approximate business standards.
A. From visual signal	
1. Manuscript copy a. One page b. Multiple page • Separate title • Headings • Page numbering c. Footnotes d. Bibliography	If copy is to be produced as a first draft, accuracy may be secondary to "getting ideas on paper." This is often true of original composition at the typewriter. At this level, therefore, provide the pupil opportunity to develop typed copy for varied purposes, thus illustrating possible variance in the need for typing control. Introduce copy involving footnotes, quotations, bibliography, tabulated material, etc. Provide applications with increasing degrees of difficulty. Include proofreaders marks and notations as part of the rough draft copy. A miniature report, correct in all details, may be included in the office manual.
2. Letter copy a. Typed with corrections b. Handwritten	Copy should include enumerations, tabulations, and display. Finished letters should be error free and accompanied by one or more carbon copies and an envelope. Also cover the proper way to indicate persons to whom carbons are to be sent, use of blind carbon copy notation, notations on the envelope for special types of handling, etc.

Content	Teaching Suggestions
3. Tabulated copy a. Exact copy b. Within letters and reports c. Arranged (1) Typed with corrections (2) Handwritten copy	Review procedures for planning and exact placement. Use simple problems for review. Progress from arranged to unarranged copy and from typed copy with corrections to handwritten copy. Copy that must be ruled, that requires the typist to develop totals for amounts listed, that is typed sideways on the page, that involves leaders, pivoting, and footnotes should eventually be used.
4. Forms a. Business forms b. Index cards c. Postal card fill-ins d. Shipping forms e. Money forms	A variety of business forms should be used to provide experience with form fill-ins and typing on ruled lines. Discuss techniques for typing on forms, i.e., guide words, billing form headings, amounts of money, etc.
5. Legal documents	Some experience should be provided in the typing of simple contracts, wills, leases, and other legal documents.
6. Employment tests	Provide the opportunity for pupils to take several tests comparable with those used by local employers. If possible, obtain tests that involve applications and that are not confined to straight copy timing.
7. Shorthand notes (optional)	If some pupils have had shorthand training, copy may also be supplied with shorthand insertions.

BEST COPY AVAILABLE

Content	Teaching Suggestions
B. From audio signal 1. Dictation at the machine 2. Recorded	This aspect of Level II should be introduced after the pupil has had training with the machine transcriber. (See syllabus module on machine transcription.)
C. Mental stimulus 1. Original composition at the typewriter 2. Rough draft first copy	Provide experience with the use of letter composition through the use of "standard paragraphs." Teach pupils techniques for typing rough drafts as a means of speeding up original composition.
D. Changing typewriter ribbons 1. Fabric/nylon 2. Polyethylene	Discuss types of ribbons, reusable and nonreusable. Provide pupils opportunities to change typewriter ribbons and, if possible, on more than one make of machine. Emphasize need to check proper functioning of ribbon.
E. Advanced typing applications 1. Statistical typing 2. Preparation for employment a. Legal b. Medical c. Other 3. Developing a mailing list	Stress the automatic typing of numbers. This topic will extend the brief experience with legal documents introduced earlier. Special vocabulary should be introduced. Typical forms may be displayed and used in typing applications.
F. Remedial assignments 1. Letter copy 2. Manuscript copy 3. Tabulations 4. Use of business forms	This topic will involve individual assignments based upon the diagnosis of each pupil's work.

Content	Teaching Suggestions
G. Special typewriting equipment 1. Electric typewriters including the Selectric 2. IBM Executive typewriter (or comparable) 3. Other	During Level II, students should be provided the opportunity to use some of the machines in the laboratory that utilize a typewriter keyboard. The more sophisticated machines, if available, will be introduced in Level III.
H. Practice for improvement (independent) 1. Accuracy 2. Speed	Timing should be extended to 5 and 7 minutes. Compare rate to business or Civil Service requirements; and utilize employment tests involving timed writings.
III. Evaluation	To move on to Level III, the student now should be able to demonstrate ability to perform at the levels stated in the behavioral objectives shown on page A-12. Note: Extra recognition should be given on production copy measurement if student is able to complete the tasks before the required deadline.

TYPEWRITING

STUDENT BEHAVIORAL OBJECTIVES

Level III

At the completion of this level, the student should be able to

1. Produce accurate copy on three 5-minute timings of 1.5 syllabic intensity, at 50 gross words per minute, with no more than one error per minute.

2. Type in 20 minutes a two-page letter of approximately 225 words, with a carbon copy and an envelope in mailable form.

3. Compose an original letter at the typewriter from a given situation, using the specification in #2 above.

4. Type in 30 minutes two pages of a school board's minutes (or other board), containing approximately 250 words, with no more than one correctable error.

5. Type in 20 minutes an annual statement, such as a balance sheet or treasurer's report containing three money columns of 20 lines in addition to the headings, with no more than one correctable error.

OUTLINE OF CONTENT

Level III

Content	Teaching Suggestions
I. Review	
A. Accuracy and speed improvement	Encourage independent practice as well as class practice on entry-level typing performance tests.
B. Special typing problems 1. Two-page letters 2. Rough draft 3. Numbers and statistical typing 4. Unique tabulation arrangements 5. Special headings 6. Copy with internal quotes 7. Bibliography and footnotes	Practice exercises should include letters involving enumerations, tabulations, display, etc. At this level, copy should provide considerable opportunity for student initiative in arranging the material artistically, re-arrangement for improved legibility, ruling of tabulated matter, etc. Introduce spread headings, use of different type faces or fonts, and other techniques which enhance appearance of copy. Provide more complex copy than was used in Level II. At this level the copy should require some interpretation on the part of the typist as to the intent of the writer.
C. Composition at the typewriter 1. Rough draft 2. Letter writing	Have students type rough drafts and then mailable letters of application for jobs found in the want ads.
II. Continued Learning - Production Typing	
A. Letters	Have students compose and type two-page letters involving enumerations, tabulations, display, and other special features. Include rough draft copy.

Content	Teaching Suggestions
B. Statistical typing	Provide ruled tabulations and arrangements typed lengthwise on the page. Require typist to supply totals, research certain essential details, etc.
C. Manuscripts	Copy should involve several pages, footnotes, quotations, bibliography, title page, etc.
D. Business forms	A practice set may be used to give the student experience with many applications.
E. Business reports	Provide copy that must be side bound and top bound.
F. Combination of two or more of the above	Office simulation is useful at this level of performance. The teacher should organize typewriting activities integrated with the use of many of the other office machines. Provide exercises for the student that involve "thinking before typing." Copy may also be provided that requires some editing.
III. New Learning	
A. Production control	The typist should begin to acquire the ability to cope with various pressures encountered in a typical business office. The teacher should, if necessary, contrive situations to provide some of these experiences: interruptions, deadlines, priorities, complex problems, multiple tasks, several directions at once, changes of mind, insistence upon quantity production and quality control, etc.

Content	Teaching Suggestions
B. Related typing equipment 1. Keypunch 2. Flexowriter 3. Teletypewriter 4. Justowriter 5. Graphotype 6. Veri-typer 7. Addressograph 8. Other	In some instances students should devote their time to skill development at one or two of these machines. If they are not in the school, sales demonstrations, field trips, and advertising literature should be used to acquaint students with special features.
C. Work experience 1. Directed 2. Simulated 3. Cooperative	If possible, students should be given some opportunity for actual work experience in an "integrated office setting." This may be achieved through a simulated office problem developed by the instructor. This work experience need not be extended over a long period, but should provide students the opportunity for experiencing interpersonal relationships, workflow, and the pressures of actual employment.
IV. Evaluation	Upon completion of Level III, the student should be able to show the competencies specified in the behavioral objectives stated on page A-18. Note: Extra recognition should be given if student is able to complete the tasks before the required deadline. Production and timed writings should be comparable to Civil Service and other entry-level employment requirements.
V. Creative Writing at the Typewriter	This can be offered as an enrichment activity to the typist who has completed Level III. The student with a flair for English composition could produce an article for publication. This may open the door to a cluster of occupations not previously realized.

SECRETARIAL PRACTICE SYLLABUS

ADDING AND CALCULATING MACHINES

Because of the variety of machines in the laboratory, the teacher must use classroom organization techniques and teaching aids that will permit students to progress independently at their own learning rates and with considerable self-reliance. This is especially true with the adding/calculating machines where the number of machines of any one model or variety may be limited.

It is important, therefore, that instructional patterns be established that will help students gain experience on as many machines as possible and to progress freely from one instructional level to the next.

PROFICIENCY LEVELS

The master chart for the adding/calculating machine instructional module (see page B-10) provides a guide to the teacher as to the emphasis that should be given each type of machine. It should be pointed out, however, that local employment opportunities and job specifications should be taken into consideration in adapting this guide to local conditions.

It will be noted that Level I suggests that students gain experience with four basic machines -- the full keyboard adding-listing machine, the 10-key adding listing machine, the rotary calculator, and the key-driven calculator. In some areas of the State, however, job opportunities may suggest that instruction on the key-driven calculator be minimized or deleted. The topical content for this level of instruction should give the student the opportunity to learn the basic machine features and to reach what might be termed *acquaintanceship proficiency*. This level of proficiency suggests that the student be able to use the machine properly, understand the use of the operational keys, and apply this knowledge on simple applications.

As the student progresses to Level II, he will be introduced to other adding/calculating machines and will also begin to develop proficiency on some of the machines to the *job-entry level*.

At Level III, the student continues to broaden his experience on other office machines but should be expected to *maintain entry-level proficiency* on many of the machines through a variety of applications.

The important concept to be observed in this instructional module is that students strive for entry-level job proficiency on as many machines in the laboratory as time will permit. A student, however, should not be expected to reach the machine competencies suggested on all the machines in Level I before progressing to Level II, or from Level II to Level III. Student interest will undoubtedly cause some students to move quickly from one level to the next on a particular machine and to falter on other machines. The teacher, on the other hand, must guard against having a student devote his time to one or two machines to the complete exclusion of others. The *master chart* will, therefore, serve as a guide to the teacher for establishing typical student progress.

LABORATORY EQUIPMENT

The number and variety of adding/calculating machines and other special data processing machines in the laboratory should be influenced by the local employment market. Similarly, the emphasis placed on a particular machine or model should reflect job demands. It is important that the instructor be familiar with equipment trends in the employment area and with the proficiency expected of entry-level employees.

In some areas of the State, for example, printing and electronic calculators will have largely replaced the rotary and key-driven calculators. The laboratory, therefore, should reflect this trend as will the instructional emphasis.

Keeping the laboratory up to date and compatible with local employment demands is extremely important. Of equal importance, however, is that the teacher keep abreast of job demands so that machine emphasis may also be adjusted accordingly.

INSTRUCTIONAL STRATEGIES

The organizational suggestions illustrated below will help the teacher to individualize instruction and to capitalize on student aptitudes and interests.

Pretesting. Pretesting will help the teacher diagnose student weaknesses and plan remedial steps. An excellent test for this purpose is available from the Bureau in the Business Mathematics syllabus. Two forms are provided covering the same problem types.

Pretesting will help the instructor decide which machines should be assigned to a student initially, to assess the basic arithmetic strengths of each student and, subsequently, to determine instructional effectiveness.

Job Instruction Sheets. Office machine operation is likely to follow a precise pattern. It is important, therefore, that students follow specific operating patterns until they have become well acquainted with a machine. The job breakdown or job instruction sheet thus is ideally suited to adding/calculating machine instruction. This instructional device will facilitate individual student progress, capitalize on self-instructional procedures, and permit the teacher to "stretch" her teaching capabilities among several students at the same time.

A detailed description of the job instruction sheet method is provided in Chapter V. Teachers should use this instructional practice as a means for maximizing flexibility in student progress on the various adding/calculating machines.

Daily Activity Chart. This chart (illustration 1) serves as a record of the time spent by each student on a particular machine. When the student enters the classroom, she records under the day of the week the type of machine at which she is working. This record will provide the teacher a daily check on student progress and motivate students to maintain a satisfactory "daily production record." Obviously, if a student's record indicates she is spending excessive time on a particular machine, the teacher will want to assist her and take remedial action.

Instruction Sheets. The instruction sheet (illustration 2) will help students to establish a class routine. The instruction sheet illustrated would remind students of the procedures to be followed for (1) recording answers to problems on the answer sheets (2) the work of the "checker," (3) "test days," and (4) the student designated as the office manager.

Answer Sheets. An answer sheet (illustration 3) may be used by the student to record answers to practice problems. At a particular point in her progress, the student may then request the "checker" to verify her problem results against the checker's key. Similarly, when the student finds she is ready to be tested for her proficiency, she will notify the checker.

It should be noted that each day as the student prepares to leave the laboratory, she clears her work station and returns her answer sheet to her personal classroom file folder. Supervision of the classroom is shared by the office manager and by the instructor.

LABORATORY PRACTICE

The classroom laboratory should be available for practice when classes are not regularly scheduled. Whenever possible, the laboratory should approximate an actual office. All the self-discipline found in a carefully organized office should be observed in the classroom laboratory including respect for fellow workers and for the equipment itself.

DAILY ACTIVITY*

Name *Bernadette Murray*

Month	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
September																															
October																															
November																															
December																															
January																															
February																															
March																															
April																															
May																															
June																															

Name *Joan DeDeo*

Month	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
September																															
October																															
November																															
December																															
January																															
February																															
March																															
April																															
May																															
June																															

** Record the initials of the machine on which you are working in the appropriate date column.*

ILLUSTRATION I

GENERAL INSTRUCTIONS

1. Check your machine.
   a. Is the machine plugged in (if electric) both at the outlet in the wall and at the back of the machine?
   b. Have you placed the machine cover neatly folded in its proper place on the machine-table shelf?

2. Check your working materials.
   a. Do you have a pencil in hand (not ballpoint pen)?
   b. Did you place your personal belongings on the floor so as not to obstruct the top of your desk?
   c. Have you obtained an answer sheet from the file?

3. Submit your completed work to your checker at the end of the period or as soon as you are finished with a particular task.
   a. Hand in to your checker only completed assignments. If you do not complete a lesson or job during one period, save your answer sheet and other working materials and continue the assignment the next day.
   b. If you are using an adding or calculating machine that produces a listing tape, attach it to your completed answer sheet.

4. Tidy your work area at the end of the period.
   a. Unplug and cover your machine.
   b. Return all supplies to their proper place.
   c. If the machine has a carriage, center it.
   d. In general, pick up the area so that it will be ready for the next student who uses the machine.

5. When you have completed the required assignments or jobs on a particular machine, notify your teacher that you are ready to be tested for level of competency.

6. The office manager will be responsible for the condition of all work areas.
   a. If your machine is not working properly, pull the plug and notify the office manager or your teacher.
   b. Respect the office manager's position, for some day you will be assigned this responsibility.

ILLUSTRATION 2

ANSWER SHEET

Machine	Name	Date
Serial Number	Period Number	Rotation Number	Time
ERRORS	MARK	

Lesson or Assignment	Problem Number	Answer *	Lesson or Assignment	Problem Number	Answer *

* Decimal Point

ILLUSTRATION 3

LEGEND FOR ABBREVIATIONS USED IN THIS MODULE

ADDING/CALCULATING MACHINES AND RELATED EQUIPMENT

- FK Full-keyboard adding-listing machine
- TK Ten-key adding-listing machine
- EC Electronic calculator
- KC Key-driven calculator
- RC Rotary calculator
- BL Billing machine
- AC Accounting machine
- RE Related equipment

LEVEL OF SKILL TO BE ATTAINED

- AC Acquaintanceship with machine functions, operation, and applications
- PF Proficiency on a job-entry level
- MPF Maintenance of proficiency through additional applications

SUMMARY OF CONTENT

Equipment	Level I			Level II (Beginning)			Level II (Advanced)			Level III		
	Basic skill development	Special techniques	Business applications	Basic skill development	Special techniques	Business applications	Basic skill development	Special techniques	Business applications	Basic skill development	Special techniques	Business applications
Full-keyboard adding-listing machine	X	X	AQ / PF									MPF
Ten-key adding-listing machine	X	X	AQ	X	X	PF						MPF
Rotary calculator	X	X	AQ	X	X	PF						MPF
*Key-driven calculator	X	X	AQ									AQ / PF*
Printing calculator				X	X	AQ	X	X	PF			MPF
Electronic calculator							X	X	AQ / PF			PF / MPF
Billing machine							X	X	AQ			
Accounting machine							X	X	AQ			
Related equipment												AQ

AQ = Acquaintanceship Level
PF = Proficiency Level
MPF = Maintenance of Proficiency Level

*In those areas of the State where the job market warrants

ADDING/CALCULATING MACHINES

STUDENT BEHAVIORAL OBJECTIVES

Level I

At the conclusion of this level, the student should be able to

1. Organize her work area for efficient production and machine operation.

2. Differentiate between a
   - 10-key and full-keyboard adding machine
   - Listing and non-listing machine
   - Rotary calculator and key-driven calculator

3. Use desirable posture and correct fingering while operating the following machines:
   - Full-keyboard adding machine
   - 10-key adding-listing machine
   - Rotary calculator
   - Key-driven calculator

4. Operate the 10-key adding machine by the touch method.

5. Display proper habits in checking for accuracy the problems encountered in the instructional unit.

6. Attain 100 percent accuracy in 10-minute timings using two to six digit numbers in the following adding/calculating machine operations
   - Adding of 100 numbers on the
     - Full-keyboard adding machine
     - 10-key adding-listing machine
     - Key-driven calculator
   - 20 subtraction problems on each of the above machines
   - 16 multiplication problems on the
     - 10-key adding-listing machine
     - Key-driven calculator
     - Rotary calculator
   - 12 division problems on the rotary calculator

ADDING/CALCULATING MACHINES

OUTLINE OF CONTENT

Level I

Content	Teaching Suggestions
I. Organization of Class A. Battery plan B. Rotation plan	If the school has one or more classrooms equipped with one type of adding/calculating machine, the instructional program can be organized on the battery plan. In most schools, however, this will not be the case and students must be rotated among various types of machines that are located in the classroom laboratory. After the secretarial practice class has been in session a few weeks, the teacher should plan a rotation schedule for this module of instruction. The specific number of instructional days on each machine will depend upon the number of students and available machines. From 5-10 days, including testing, is believed to be the minimal time on each machine at each level. If a student completes the work required for a particular machine in less than the allotted time in the rotation schedule, she may proceed to the next instructional level, or she may move to one of the other instructional modules. When developing a rotation schedule, it is wise to begin by scheduling those machines that are fewest in number. A useful formula is: Machine x Days x Students = Man Days Application of this formula will provide the total number of man days necessary to schedule each machine. Example: Full-Keyboard Adding Machine 1 Machine x 6 Days x 18 Students = 108 Man Days

Content	Teaching Suggestions
	This procedure should be followed for each kind of machine. If the days scheduled in this way for each type of machine vary slightly, it may be necessary to adjust the lessons of a particular machine to extend or reduce the time allowed.
C. Pretesting	All students should be pretested before beginning this instructional module. Students who have had prior experience on a particular machine and who can meet the behavioral objectives of Level I should be scheduled immediately for Level II.
D. Instructional aids	The following items should be displayed on a bulletin board during this unit of instruction: . Poster displaying correct posture . Table of decimal equivalents . Table of reciprocals . Table of chain discounts . Motivational posters . General instructions . Master rotation schedule
E. Class supervision	Use a time sheet, time stamp, or some similar technique to lend an atmosphere of an actual office. Later in the year when the class is involved in payroll applications the records generated from this activity can become the basis for a payroll problem. Appoint a classroom supervisor (office manager) each week or every 2 weeks to serve as a general overseer of the classroom. During the initial weeks, the office manager will be primarily responsible for seeing that equipment is properly cared for and that electric machines are turned off when no longer in use. As the year progresses the office manager should be given more responsibilities and take on the role of a general manager or supervisor.

Content	Teaching Suggestions
II. Introduction to Machines	
A. Overview of equipment B. Basic terms C. Trade names	Introduce students to the machines in the classroom. Begin to develop a list of terms which students should understand and which are associated with each type of machine. As a trade name or type of machine is mentioned, the instructor may then refer to the term on the list.
III. Introduction to the FK, TK, RC, KC	
A. Terms B. Advantages/disadvantages C. Trade names	Assign students to machines on a rotation (or battery) basis. (See suggestions above.) Each student should be assigned to a specific machine for a minimum number of days. It will be helpful if a sheet of general instructions is provided to students at the beginning of the machines instruction. A sample instruction sheet is provided on page B-7.
IV. Machine Operation	
A. Teacher demonstration 1. Organization of work area 2. Special features of machines 3. Clearing the machine 4. Handling of machine tapes (if any) 5. Proper fingering 6. Position at the machine 7. Home row (on some machines)	Demonstrate on an FK machine the positioning of the machine, the book, the folder, and clipping of the tape on the answer sheet. Emphasize the importance of clearing the machine before a problem is started. Follow a similar procedure for the TK. Include the proper positioning of the fingers on the home row. Some left-handed students may prefer to work on the TK with their right hand and record answers with the left. Follow a similar procedure for the RC. The identification of the upper, middle, and lower dials and the names of each should be pointed out if a variety of makes of RC's are in use. Demonstrate on the KC the positioning procedures mentioned above. The flat and concave key tops should be observed and the reason for this machine construction explained.

Content	Teaching Suggestions
B. Student operation 1. Work area 2. Operational procedures 3. Full-keyboard adding-listing machine a. Keyboard (1) Number key arrangement (2) Motor bars (electric) (3) Special function keys (a) Non-add (b) Repeat (c) Other b. Addition (1) 2,3,4,5,6-digit numbers (2) Automatic zeros (3) Repeat key (4) Multiplication (5) Fractions and decimals	Provide the student with the same situation used in the teacher demonstration. This will include establishing the proper work area and procedures to be followed for machine operation. Continue the development of a list of basic terms used in connection with each of the various machines. Samples of terms used by authors of full-keyboard adding-listing machine texts include digit, sum, multiplicand, multiplier, product, complement, minuend, subtrahend, remainder, difference, reciprocal. If a student has referred to the numbers in a subtraction problem as "the top number" and the "smaller number," she is apt to have difficulty following the instructions given in many manuals. Use self-instructional books to supplement formal presentations. Some attempt should also be made to provide handwritten copy and applications using actual business forms. Skill should be developed through increasingly difficult applications. A practice set may be used in addition to a workbook and problem sheets for more realistic drill. Warmup drills and speed drills are also recommended as part of each practice period. Speed-building drills should emphasize bettering one's own record. Evaluate for the proficiency level by using both theory and practical application tests. The practical applications should measure basic operations, some advanced techniques, and problem situations. If possible, local employment tests should be available for practice and problems patterned after these tests. At this level the test should be administered under timed conditions.

Content	Teaching Suggestions
c. Subtraction (1) Repeat key (2) Fractions and decimals	Use problems provided in the many machine workbooks. Tests may be scheduled periodically to motivate students who seem to be drifting.
d. Special techniques (1) Credit balance (2) Subtotal (3) Multiple key depression (4) Proving and checking work (5) Error correction (6) Dating tape (7) Numbering problems	
e. Multiplication (1) Decimals (2) Fractions	
f. Applications (1) Fixed decimal in addition, subtraction, and multiplication (2) Shortcut method of multiplication	
g. Advanced applications (1) Percentage of markup, discount (2) Bank statements	

Content	Teaching Suggestions

h. Advanced applications
   (1) Cross footing
   (2) Increase or decrease

4. 10-key adding-listing machine

   a. Keyboard
      (1) Number key arrangement
      (2) Motor bars (electric)
      (3) Special function keys
         (a) Non-add
         (b) Repeat
         (c) Other

   b. Addition - 2,3,4,5,6-digit numbers
      (1) Repeat
      (2) Multiplication
         (a) Zero in multiplier
         (b) Regular

   c. Subtraction - using repeat key

   d. Special techniques
      (1) Credit balance
         (a) If equipped with CR
         (b) If not equipped with CR
      (2) Subtotal
      (3) Touch method of fingering
      (4) Proving and checking work
      (5) Error correction

Content	Teaching Suggestions
(6) Dating tape (7) Numbering problems	
e. Advanced applications (1) Statement of customer's account (2) Cross footing	Use workbook texts and job instruction sheets for problems.
5. Rotary calculator	
a. Keyboard and carriage (1) Number key arrangement (2) Counter, register, and keyboard dials (3) Tab stops (optional) (4) Other	The detail covered here will depend upon the machines used: full- , semi-automatic, hand operated, keyboard similar to full-key or 10-key, electronic, etc.
b. Addition - 4,5,6-digit numbers (1) Repeat (2) With zeros	
c. Subtraction - simple	
d. Multiplication - simple and with zeros	The problems in multiplication and division used at this level should be of an elementary type.
e. Division - simple	
f. Special techniques (1) Credit balance (2) Proving and checking work	

Content	Teaching Suggestions
(3) Multiple-key depression (4) Error correction	
6. Key-driven calculator	Expect a basic understanding of this machine. It will be up to the instructor to determine the level of competency to be achieved, based upon local demand for operators.
a. Keyboard (1) Number key arrangement (2) Special function keys (a) Clearance control (b) Subtraction cut-off keys (c) Decimal pointers (d) Memory transfer (Duplex) (e) Other	The skill achieved at the end of Level I (in this instructional unit) will not be sufficient for most entry-level positions and will not qualify the student to compete against persons trained specifically for the operation of this machine in a specialized school.
b. Addition (1) Touch addition (2) 2,3-digit numbers	
c. Subtraction (1) Simple (2) With 9's	

Content	Teaching Suggestions
d. Multiplication (1) Simple (2) With zeros (3) With decimals	
e. Division - simple	
f. Special techniques (1) Credit balance (2) Proving and checking work (3) Error correction	
g. Applications (1) Basic (2) Advanced (a) Invoices (b) Cross footing	If possible, develop problems based upon actual local applications.
V. Evaluation	
A. Full-keyboard adding machine B. 10-key adding-listing machine C. Key-driven calculator D. Rotary calculator	Test each student in 10-minute timings, using numbers with two to six digits, and requiring 100 percent accuracy in the following operations on the machines indicated ° Addition of 100 numbers on the - Full-keyboard adding machine - 10-key adding-listing machine - Key-driven calculator ° 20 subtraction problems on each of the above machines ° 16 multiplication problems on the - 10-key adding-listing machine - Key-driven calculator ° 12 division problems on the rotary calculator Students will continue to build their skills on the 10-key adding-listing machine and rotary calculator at the next instructional level.

ADDING/CALCULATING MACHINES

STUDENT BEHAVIORAL OBJECTIVES

Level II

At the conclusion of this level, the student should be able to

1. Identify available equipment by type and be able to describe the capabilities and limitations of each adding/calculating machine.

2. Demonstrate proper handling of business papers involved in the solving of business problems.

3. Demonstrate desirable work organization and correct techniques in checking the accuracy of work performed.

4. Attain 100 percent accuracy in 10-minute timings using two to six digit numbers in the following adding/calculating machine operations
   - Addition of 125 numbers on the 10-key adding-listing machine and the printing calculator
   - 25 subtraction problems on the 10-key adding-listing machine and the printing calculator
   - 20 multiplication problems on the
     - 10-key adding-listing machine
     - Rotary calculator
     - Printing calculator
   - 15 division problems on the rotary and printing calculators

ADDING/CALCULATING MACHINES

OUTLINE OF CONTENT

Level II (Beginning)

Content	Teaching Suggestions
I. Ten-Key Adding-Listing Machine	
A. Review 1. Addition -- 0-9 key drills 2. Subtraction 3. Multiplication 4. Reciprocal division 5. Special function keys 6. Special techniques	Use review sheets with problems of each type listed. Use speed drills to improve technique with the touch method.
B. Skill development 1. Multiplication a. Shortcut b. Zeros in multiplier c. Decimals d. Fractions e. Percentage	
C. Applications 1. Fixed decimal a. Addition, multiplication of decimals b. Addition, multiplication of fractions 2. Percentage - chain discount 3. Checkbook applications 4. Payroll applications	Continue to use daily speed drills for warmup exercises. Develop applications involving the use of a checkbook. A payroll application may be based on class attendance records kept by students.

Content	Teaching Suggestions
D. Evaluation at the proficiency level	Give students the tests shown for this machine on page B-21.
II. Rotary Calculator	
A. Review 1. Addition a. One- to nine-digit numbers b. Zeros 2. Subtraction 3. Multiplication 4. Division 5. Special techniques 6. Multiple-depression fingering 7. Fixed decimal 8. Constants in addition 9. Constants in subtraction	Use review sheets with problems of each type. If students display weaknesses in a particular area, supplement worksheets with workbook drills. Be alert for faulty operating technique.
B. Skill development 1. Compound addition 2. Multiplication a. Accumulative b. Compound c. Double d. Negative 3. Division a. Fixed decimal b. Reciprocal	Wherever possible, use self-instruction books. Try to provide some experience with handwritten copy and with applications involving actual business forms.

Content	Teaching Suggestions
C. Applications 1. Base, rate, percentage 2. Chain discounts 3. Interest	Explain three procedures for determining the net amount of a bill, given gross amount and rate of discount. . Gross amount x discount rate = discount Gross amount - discount = net amount . 100% - discount rate = net amount % Gross amount x net amount % = net amount . Discount and net amount determined simultaneously
III. Introduction to the Printing Calculator	Use textbook or machine manuals to supplement the teacher demonstration. Catalogs and other advertising literature may be helpful for pointing out special features of certain manufacturers.
A. Advantages/disadvantages	
B. Terms	
C. Trade names	
D. Machine operation 1. Teacher demonstration 2. Student operation a. Addition by touch method b. Special function keys (1) Non-add (2) Subtraction (3) Repeat key (4) Date key (5) Single, double, triple cipher key	Point out similarity to the 10-key adding machines. Following the teacher demonstration, have the students repeat the processes under teacher supervision.

Content	Teaching Suggestions
c. Error correction methods d. Applications (1) Credit or negative balance (2) Multiplication (a) Whole numbers (b) Decimals (c) Fractions (d) Accumulative, with and without subtotals (e) Constant multiplier (f) Three- and four-way (g) Negative (3) Use of memory device (if any) (4) Division (a) Simple (b) Extending to correct number of decimal places (c) Followed by multiplication and/or division	Students should now be ready to proceed with a variety of problem applications.
E. Evaluation on the acquaintanceship level	Give students the tests for this machine described on page B-21.

ADDING/CALCULATING MACHINES

OUTLINE OF CONTENT

Level II (Advanced)

Content	Teaching Suggestions
	If the machines presented in this advanced section are not available, field visits, sales demonstrations, advertising circulars, and instructional materials may be substituted.
I. Introduction to the Electronic Calculator (EC)	
A. Advantages/disadvantages	
B. Terms	
C. Trade names	
D. Machine operation	
1. Teacher demonstration	Point out similarity to the 10-key adding machine and printing calculator with respect to key placement and touch operation.
2. Student operation	
a. Addition	
(1) Without decimals	
(2) With decimals	
b. Subtraction	
(1) Without decimals	
(2) With decimals	
c. Multiplication	
(1) Without decimals	
(2) With decimals	
(3) Chain (three-way)	
d. Division	
(1) Without decimals	
(2) With decimals	
(3) Decimal equivalents of fractions	

Content	Teaching Suggestions
e. Special function keys f. Error correction methods	
3. Applications	
a. Memory unit (1) Constant addition (2) Constant subtraction (3) Constant multiplication (4) Constant division	Try to provide opportunities for working with actual business forms. This may be accomplished through use of parts of a practice set.
b. Invoicing (1) Extensions (2) Sales tax (3) Discounts	
c. Prorating and distribution	Items c through g should be restricted to those students who have sufficient time to devote to this machine to achieve the proficiency level of performance. These are to be considered as enrichment topics at this level and should apply to those students who may demonstrate a particular interest in this machine.
d. Simple interest	
e. Percentage (1) Markup (2) Markdown (3) Selling price	
f. Multiplication of fractions (leaving them as fractions)	
g. Chain discounts	
E. Evaluation at the acquaintanceship level	Use timed problems test, since touch techniques should be evident. A theory evaluation should relate to the general application of this calculator obtained through class discussion and various reference sources.

Content	Teaching Suggestions
II. Introduction to the Billing Machine (BL)	
A. Advantages/disadvantages	
B. Terms	
C. Trade names	
D. Machine operation	
1. Teacher demonstration	Demonstrate to small groups of students to conserve teacher time and give students a better opportunity to follow. Frequently, students are afraid to use the larger machines. Two students stationed at the machine will help to give each student greater confidence.
2. Student operation	
a. Addition	
b. Subtraction	
c. Special function keys	
d. Special features	
e. Special operating techniques	Follow operating techniques suggested by the machine manual or instructional tapes. Show a film or filmstrip on operation of the machine.
E. Applications	
1. Posting accounts receivable	The instructor may develop simple exercises or make use of a practice set designed for these applications. It may be possible to have forms printed locally to give greater realism to this work.
2. Posting accounts payable	
3. Posting credit memorandums	
4. Error correction	

Content	Teaching Suggestions
F. Evaluation at the acquaintanceship level	Test the student's ability to post and prove the accuracy of her work in accounts receivable and accounts payable.
III. Introduction to the Accounting Machine (AC)	Use films, filmstrips, manufacturer's literature, and machine operation manuals to explain the function and operation of this machine.
A. Advantages/disadvantages	One or two students could spend a day at a local installation observing and possibly using the AC machines.
B. Terms	
C. Trade names	
D. Machine operation 1. Teacher demonstration 2. Student operation - basic 3. Applications a. Accounts receivable b. Accounts payable c. Payroll	Student knowledge of bookkeeping is not essential to this work. However, it will be helpful to the instructor in judging the complexity of the problems that can be handled if he has assessed the student's previous bookkeeping training. The exercises used at this level should be relatively simple and illustrate procedures rather than present complex details. A payroll exercise may be developed based on the class attendance records kept daily by students when entering the classroom.
E. Evaluation at the acquaintanceship level	Give the student a theory test based on instructional tape or other materials used during this machine training. A simple, practical application should be used to see if the student can operate the machine.

Content	Teaching Suggestions
IV. Printing Calculator (PC)	
A. Review	It is assumed that the student achieved an acquaintanceship level of performance on the printing calculator during the first phase of Level II.
1. Addition, subtraction	
a. Whole numbers	
b. Decimals	
c. Fractions	If more than one type of printing calculator is available in the classroom, allow each student time to become familiar with them.
2. Multiplication	
a. Accumulative	
b. Negative	
c. Three- and four-way	
3. Division	Division can be followed by other steps such as multiplication and further division by use of the memory device.
a. Followed by multiplication and/or division	
b. Memory device	
4. Special techniques	
5. Special function keys	
B. Skill development	Provide students with "self-tests" based on the work covered in the review and in this skill development phase.
1. Addition using constants	
2. Subtraction using constants	
C. Applications	
1. Simple interest	Stress need for the student to be able to "read the tape." Be certain students know the various symbols appearing on the tape.
2. Payroll	
3. Simple discount	
a. Net only	
b. Discount and net	
4. Percentage of increase and/or decrease	
5. Invoicing	Provide some opportunity to use actual business forms.
a. Extensions	
b. Totals	
c. Taxes	
d. Discounts	

Content	Teaching Suggestions
6. Chain discounts 7. Averages 8. Prorating and/or distributing	
D. Evaluation at the proficiency level	Give students the tests described under Student Behavioral Objectives for this machine on page B-21. Use timed problems tests, if the calculator has a 10-key board. Knowledge of theory and technique may be evaluated by solution of practical office problems.

ADDING CALCULATING MACHINES

STUDENT BEHAVIORAL OBJECTIVES

Level III

At the conclusion of this level, the student should be able to

1. Demonstrate by means of machine operation that she has learned to use shortcut methods wherever applicable in actual business problems.

2. Apply adding/calculating machines to a variety of practical business problems.

3. Select the proper adding/calculating machine for a particular type of business application.

4. Organize work area and make good use of supplies.

5. Apply acquired skills on adding/calculating equipment in a simulated or model office setting or in a cooperative work experience program.

6. Explain adding/calculating machine operation to fellow students in a "supervisory" capacity.

7. Complete an integrated business problem involving the use of classroom adding/calculating machines, facsimile business papers and other appropriate supplies. The problem should be properly documented with machine tapes (where applicable) and include instructions that could be followed by another employee called upon to repeat the processes.

OUTLINE OF CONTENT

Level III

Content	Teaching Suggestions
I. Business Applications	Actual business forms should be available at this level. Organize the classroom to give some experience with workflow.
A. 10-key adding machines (TK) 1. Cash records a. Deposit slip b. Currency breakdown c. Petty cash report d. Cash receipts journal e. Cash payments journal 2. Production records 3. Purchase analyses 4. Sales analyses 5. Schedule of accounts receivable 6. Schedule of accounts payable 7. Other	At this level the student should develop a great deal of resourcefulness and self-sufficiency in the use of the various adding/calculating machines in the laboratory. If the student is unable to master the touch method on the 10-key adding-listing machine, she can make this application on one of the other adding-listing machines. If the classroom is organized as a model office, students at this level should be assigned the more responsible supervisory type positions.
B. Calculators (RC, EC, PC) 1. Averages 2. Commission reports 3. Expense distribution 4. Investment analyses 5. Inventory records 6. Invoicing - trade and cash discounts 7. Markups and markdowns 8. Payroll records 9. Production analyses	The applications listed are illustrative of those encountered in a business office where adding/calculating machines are used as data processing tools. Students should be encouraged to use the type of machine that best satisfies the problem need. They may move from one type of machine to another to complete a particular application. Practice sets involving actual business papers are encouraged at this instructional level.

Content	Teaching Suggestions
10. Return on investment 11. Sales analyses (involving percentage) 12. Shipping records 13. Statement analyses (involving percentage)	
II. Related Equipment	
A. Cash register	Students should be given the opportunity to see this equipment in operation if there are business organizations or sales offices in the vicinity of the school.
B. Computyper	
C. Common-language listing machine	Operator manuals may be available from manufacturers that will help students understand the special features and capabilities of some of these specialized machines.
D. Flat bed bank posting machine	
E. Magnetic strip card accounting machine	
F. Other	
III. Evaluation	An integrated problem should be used to test the students ability to use the machines in the laboratory to their best advantage. The problem should require the student to provide documentation in the form of machine tapes and a "procedures manual" that could be followed by another employee repeating the operation. The problem should therefore be a test of student resourcefulness, general knowledge of equipment capability, and ability to carry out an extended task on the adding/calculating machines within a reasonable time with a minimum of assistance by the teacher. Also, see the Student Behavioral Objectives on page B-32.

SECRETARIAL PRACTICE SYLLABUS

MACHINE TRANSCRIPTION

INTRODUCTION TO MACHINE TRANSCRIPTION

The broad objectives of this module are to

- Develop student proficiency in the operation of several transcription machines
- Improve student competency in the use of English and in spelling

Students must have considerable practice with increasingly complex dictation as they progress to each succeeding level. Commercial recordings are available that are well suited to this purpose. The Publications Distribution Unit also will provide a *Uniform Instructional Program in Machine Transcription*, consisting of 180 letters carefully graded as to difficulty to give students a thorough review of English mechanics and spelling. Teachers may record these letters for student transcription. These letters have been recorded commercially and are available for purchase at a nominal cost.

Teachers are also encouraged to prepare materials for student transcription that contain numerous corrections, insertions, and special directions as might be encountered in actual employment. If possible, more than one person should record the material so that students can experience differences in pronunciation, voice inflection, dictation speed, etc.

Instruction in typewriting should precede the transcription unit. In some instances, it will not be possible to schedule all students for machine transcription immediately following typewriting; but the time lag may be used for a review of letter placement and arrangement which will greatly facilitate the machine transcription instruction.

Emphasis from the beginning in machine transcription should be on corrected, mailable copy. As a consequence, students should become regular users of standard reference books, spelling aids, and other office tools essential to proficient job performance. At the earlier stages, a limited number of errors should probably be accepted; but as the student progresses, undetected and uncorrected errors should be a matter of primary concern.

Proofreading is an essential task of any good transcriber; and the teacher should take considerable pains from the beginning to foster careful proofreading habits.

The teacher must also be aware of the continuing need to help students expand their vocabulary and spelling competence. The student should understand a variety of business terms. She should also realize there are separate vocabularies unique to most industries, professions, and business services. Vocabulary building, therefore, should be a basic and important ingredient of this unit along with remedial spelling and improved English mechanics.

Spelling lists, comprised of spelling demons and commonly misspelled words, can be developed by the teacher and revised periodically as the class progresses. Special attention should also be given to homonyms which present a problem for many students. A review of the rules for proper syllabication frequently eliminates some of the problems of spelling. Teach the general rules for adding prefixes and suffixes to reduce errors.

While grammar is primarily the responsibility of the dictator, a good transcriber is able to detect faults in sentence structure and careless oversights of the dictator with lack of agreement in tense, case, or number.

For a greater treatment of this subject, refer to Machine Transcription Syllabus, available from The Publications Distribution Unit, The State Education Department, Albany, New York 12224.

MACHINE TRANSCRIPTION

STUDENT BEHAVIORAL OBJECTIVES

Level I

At the completion of this level, the student should be able to

1. Transcribe 15 lines of letter copy, 50-space lines, during a 10-minute timed transcription period; syllabic intensity of copy approximately 1.5; no more than three correctable errors remaining in a letter.

2. Obtain a grade of at least 90 percent accuracy on a list of common business words, testing for spelling and meaning.

3. Given fourteen, 50-space lines of straight copy which contain five errors in grammar with respect to agreement of subject and verb in number, case, and tense, retype the copy in 10 minutes, making all necessary corrections, resulting in copy which will contain no more than one correctable error.

4. Given fifteen, 50-space lines of straight copy which contain five errors in capitalization, word division, and the writing of numbers, retype the copy in 10 minutes, making all necessary corrections, resulting in copy which will contain no more than one correctable error.

MACHINE TRANSCRIPTION

OUTLINE OF CONTENT

Level I

Content	Teaching Suggestions
I. Review	
A. Punctuation	Pretest to determine the competency of the students individually and collectively before proceeding with this module. Review rules for punctuation. Provide drill on various marks of punctuation. Familiarize students with several punctuation guides that would be useful in a business office. Encourage the regular use of one or more stenographer's reference manuals. Students should be transcribing letters involving these marks of punctuation.
1. Rules for punctuation a. Period b. Question mark c. Comma d. Exclamation point e. Semicolon f. Colon g. Quotation marks h. Dash i. Parenthesis j. Apostrophe	
2. Typewriter keyboard a. Review location b. Special characters c. Spacing	Review location of punctuation marks on the typewriter keyboard, comparing manual and electric typewriters. Show how to make some punctuation marks that may not be on the keyboard. Provide refresher drills on the punctuation marks, stressing spacing before and after the punctuation mark.
B. Grammar - agreement of subject and verb	At this level, instruction should be primarily concerned with a review of the basic rules of grammar. Application of these rules will be stressed in subsequent lessons. Supply students with copy to be corrected. This may be handled as out-of-class assignments.

Content	Teaching Suggestions
C. Capitalization at the beginning of sentences and in proper names	At this level, instruction should consist primarily of a review of the basic rules for capitalization. Provide students with copy to be corrected. Level II will stress transcription letter exercises dealing with capitalization and other English mechanics.
D. The basic rules for typewriting numbers	Students should be provided with drill exercises on the rules for writing numbers. Reference manuals should be cited which help in situations involving special problems. The teacher should also point out lack of complete agreement among authorities. Letter copy stressing the writing of numbers should be postponed until Level II, after the student has had an opportunity for some review and drill.
E. Word division	Again, emphasis at this level should be on basic rules for word division. Foster the use of a dictionary or stenographer's aid such as *20,000 Words* by Louis A. Leslie.
F. Fundamental rules of abbreviation	Do not permit students to abbreviate haphazardly. Be primarily concerned in Level I with a review of the common abbreviations, postponing applications other than drill exercises to Levels II and III.
G. Proofreading	From the very beginning of machine transcription, the teacher should stress the need to reread typed copy before turning it in as a finished product. Proofreading should be done while copy is still in the typewriter to facilitate easy correction. Throughout the course the teacher should seek ways to encourage careful proofreading habits.
H. Carbon copies	Each student should have a file folder for carbon papers.
1. Handling and storage 2. Inserting carbon paper 3. Techniques	Point out techniques for reducing possibility of reversing the carbon paper between sheets of paper.
4. Blind carbon copy notations	Explain why it may be desirable to have "blind carbon copies."

Content	Teaching Suggestions
I. Envelopes 1. Envelope size and address placement 2. Insertion in typewriter 3. Special notations 4. Mailing instructions 5. Window envelopes 6. Chain feeding	Review envelope size and address placement. Discuss new postal regulations dealing with address placement, state abbreviations, ZIP codes, to facilitate automated handling of mail by optical scanners. Review rules for indicating special notations on an envelope. Discuss the use of window envelopes and how they affect the placement of an inside address. Give students an opportunity to practice the technique of chain feeding.
J. Preparing letters for mailing 1. Check letters for enclosure and mailing instruction notations 2. Folding and inserting mail a. For No. 6 3/8 envelopes b. For No. 10 envelopes c. Window envelopes	Reasons for such notations should be reviewed. Proofreading should be a part of this task. Discuss techniques of checking the name of parties who are to receive a carbon copy. To assist students to differentiate between envelope sizes, a memory aid might be devised. For example, "A number 10 envelope is a large envelope and number 10 is the larger of the two numbers "6 3/8 and 10."
II. Evaluation of Review Material	Students will gain confidence in the proper use of punctuation and with other rules of English as they transcribe letters provided in the daily assignments. Promotion to Level II should be judged primarily on the ability of a student to correct transcribed copy that contains various errors in punctuation and English mechanics. See the student behavioral objectives and the evaluative techniques shown on page C-3.

Content	Teaching Suggestions
III. New Learning	
A. Introduction to the voicewriting machine	Explain the purpose of machine transcription.
1. Orientation	This is an excellent time to present motivational information, such as job opportunities, salaries, and opportunities for advancement.
2. Mechanics of operating the machine a. Transcribing machine b. Dictating machine c. Indicating slips or scanning device	Consult instruction booklets for the types of machines in use in classroom; and have manufacturers' representatives give classroom demonstrations. Stress use of indicating slips or scanning device as guide to letter placement.
3. Listening techniques	Have the students listen to a belt containing an introductory lesson.
B. Basic letter styles 1. Block 2. Modified block 3. Full block 4. Indented 5. Simplified	Have students practice operation of the machine.
C. Letter punctuation 1. Open punctuation 2 Mixed punctuation	Using textbooks, reference books, wall charts, and an overhead projector, review the principal styles of letter punctuation in common usage today. Follow up with a demonstration.
D. Letter placement 1. Placement charts 2. General placement hints	Supply students with a placement chart from a typewriting text or reference book of your choice. Encourage use of the chart, if students have difficulty with letter placement. Provide hints for judgment placement.

Content	Teaching Suggestions
E. Transcribing	
1. Introduction of work and simple sentences	Have students listen to a short list of spelling demons, homonyms, etc. Then, have the students type the same list of words, referring to prepared copy. Finally, have the students type the same list without reference to any aids. Use the same procedure for typing simple sentences which contain spelling words, hyphenated words, homonyms, etc.
2. Introduction of simple paragraphs	Use the same procedure as above. Progress to preview sheets for later belts.
3. The one-page report	Use preview sheets of difficult words, punctuation, and grammar pointers.
4. Short letters of simple vocabulary and copy	Allow students to look at typed copy of letters to be transcribed which have been marked to indicate natural speech phrasing (see *Uniform Educational Program for Machine Transcription*--180 letters provided by the Bureau). It is suggested that students observe these pauses carefully while transcribing in order to develop the habit of phrase pausing. Another technique is to have the student work the transcription machine, following the typed phrased copy as she works the foot pedal without actually typing.
5. Average length letters of simple vocabulary and copy	At this level all paragraphing, punctuation, and difficult spellings should be provided by the dictator. See letters 1-72, Part 1, *Uniform Educational Program for Machine Transcription*. At this level, letters transcribed should be corrected mailable copy. This means that copy should be accepted that has neat

Content	Teaching Suggestions
	erasures and without serious errors in letter form or content. During this early learning phase three to five uncorrected errors may be considered acceptable in transcribed copy.
IV. Evaluation of New Learning	It is suggested that students be given 10-minute timed tests at the end of each week. For uniformity in grading, have students use a 50-space writing line for these tests. The line count for the 10-minute test will then be determined by counting the complete lines typed in the body of the letter plus a count of three lines to compensate for inside address and complimentary closing of a letter. Students should be capable of transcribing 15 lines of corrected mailable copy in 10 minutes from material previously transcribed during class session. See behavioral objective 1 on page C-3.

MACHINE TRANSCRIPTION

STUDENT BEHAVIORAL OBJECTIVES

Level II

At the completion of this level, the student should be able to

1. Transcribe 23 lines of letter copy, 50-space lines, during a 10-minute timed transcription period; syllabic intensity of copy 1.5-1.7; no more than one correctable error remaining in a letter.

2. Obtain a grade of at least 90 percent accuracy on a list of more complex business words involving homonyms, geographic locations, and foreign terms in common usage, testing for spelling and meaning.

3. Given twenty, 50-space lines of straight copy which contain 10 errors in English grammar, capitalization, word division, writing of numbers, and other English mechanics, retype the copy in 10 minutes, making all necessary corrections, accepting no more than three typing errors.

MACHINE TRANSCRIPTION

OUTLINE OF CONTENT

Level II

Content	Teaching Suggestions
I. Review	
A. Punctuation	At Level II, students should be familiar with reference books which provide rules for use of punctuation marks.
1. Titles of publications	Provide experience at this level with material to be transcribed that does not indicate punctuation and paragraphing.
a. Books b. Periodicals	
	Be sure students demonstrate proper spacing before and after all marks of punctuation.
2. Miscellaneous	Review the use of the asterisk, diagonal, brackets, and underscore. Point out acceptable ways for indicating titles of books, booklets, and periodicals.
B. Grammar	Use one or more secretarial handbooks to review the basic rules of grammar. Provide drill with rough draft copy which contains grammatical faults. Provide drill also on proper paragraphing.
	Letter material to be transcribed should provide increasingly difficult sentence structure, giving students the opportunity to apply their knowledge of English grammar.
C. Capitalization	Students should be transcribing material which tests their understanding of the rules for capitalization reviewed at Level I.
D. Numbers	Students should be provided letter copy at this level which tests their ability to apply the basic rules for writing numbers. Use of a stenographer's reference manual should be encouraged.

Content	Teaching Suggestions
E. Word division	At Level II, no copy should be accepted that is faulty in word hyphenation.
F. Abbreviations 1. Titles of persons 2. Names of places 3. Organizations	Review rules for abbreviating as applied to the areas listed. Letters to be transcribed should provide application of these rules.
G. Multiple carbon copies 1. Techniques for inserting in typewriter 2. Erasing techniques 3. Carbon packs	Carbon copies should be required of all letters at this level of performance. Occasionally a multiple carbon copy should be required. If possible, the instructor should obtain sample "carbon packs" and provide some experience in their use. Erasing sometimes becomes a problem on carbon packs.
H. Envelopes	Beginning with Level II, have students type an envelope for each letter transcribed.
I. The heading and spacing of the second page of a letter	Consult reference manual for various acceptable headings for the second page of a letter. Emphasize that only blank letter stationery is used on second or subsequent sheets of a letter.
II. New Learning	
A. The voicewriting machine	At this level, the student should have acquired considerable competency in the operation of the machine. Teacher should observe the student at work to judge the problems in machine operation that need correction. The student should improve skill in holding in memory longer phrases so there will be fewer pauses with pedal control.

Content	Teaching Suggestions
B. Letter mechanics	
1. Use of various letter styles	The tape, disk, or belt on which the letters were recorded should include instruction about the letter style desired. This may be given before each letter, if styles vary, or at the beginning of the dictation, if the same style is to be used throughout.
2. Use of various letter punctuation styles 3. Letter placement	At this level, the student should be able to place letters attractively on standard letterhead paper with a minimum of difficulty. Some practice should be provided on printed letterhead stationery. It may be necessary to assist some students with adapting material to various styles of letterhead stationery.
C. Transcribing letters of average length with more complex sentences, punctuation, and vocabulary	At this level, students should be required to determine paragraphing and punctuation by themselves. The spelling of certain technical words should be given. All other spelling, however, should be the responsibility of the student. See letters 73-127, *Uniform Educational Program for Machine Transcription*. Stress the use of secretarial reference guides and a dictionary. At this level, letters should be <u>corrected mailable copy</u>. This standard requires that the student have made neat erasures and that letters are free of error as to form or content. Uncorrected typewriting errors should be reduced to one per letter.
D. Transcribing memorandums	By the end of Level II, the student should be able to supply all paragraphing and punctuation in final copy of transcripts. Students may be permitted to type a rough draft first in order to accomplish this goal. Continue weekly timed transcription tests. The teacher may wish, because of the time factor, to use material of medium difficulty which stresses a particular aspect of grammar, punctuation, etc.

Content	Teaching Suggestions
III. Evaluation	See teaching suggestions for Level I for determining the number of lines completed in a 10-minute timed test. The competency suggested for Level II is the ability to transcribe twenty-three, 50-space lines in 10 minutes from material not previously transcribed. A certificate of achievement may be awarded when the student has reached the level of achievement set for Level II.

MACHINE TRANSCRIPTION

STUDENT BEHAVIORAL OBJECTIVES

Level III

At the conclusion of this level, the student should be able to

1. Transcribe 30 lines of letter copy, 50-space lines, during a 10-minute period; with syllabic intensity of copy 1.5-1.7; and with no errors remaining in letters.

2. Obtain a grade of at least 90 percent accuracy on an extensive list of spelling demons, business terms, and new words encountered in transcription exercises for spelling, meaning, and usage.

3. Transcribe thirty, 50-space lines of material of considerably complexity in 10 minutes without fault as to punctuation and English mechanics. The student may use appropriate reference sources.

MACHINE TRANSCRIPTION

OUTLINE OF CONTENT

Level III

Content	Teaching Suggestions
I. Review	At Level III, students should demonstrate considerable confidence with all marks of punctuation and be able to detect and correct errors in material given by a dictator.
A. Punctuation	
B. Grammar	Letter copy should provide the opportunity for students to correct errors in grammar made by the dictator.
C. Capitalization	All copy should be free of any faults in capitalization.
D. Numbers	Students should be able to transcribe material with increasingly difficult situations dealing with the writing of numbers. Copy should also be used dealing with numerical data to be arranged in tabular form.
E. Proofreading	Proofreading should now have become a habit and no copy accepted that contains evidence of uncorrected typewriting errors, faulty punctuation, grammar, or faults in the writing of numbers.
F. Desk organization 1. Supplies 2. Reference manuals	Students should be reaching a level of performance where actual business office conditions are simulated, requiring materials to be carefully organized.
G. Varied reference sources 1. Atlas 2. Gazetteer 3. Almanac 4. U.S. Government Printing Office Style Manual 5. Hotel directories 6. Travel guides	Situations should be developed in the dictated copy that will require students to search out one or more details from general reference sources.

Content	Teaching Suggestions
II New Learning	
A. Transcription machine	At this level, the student should show a high degree of skill in using the transcription equipment. It is recommended that students on Level III also be given the opportunity to use dictating equipment. This experience gives the student a better understanding and acceptance of dictators who are frequently less than perfect in clarity and enunciation. The student-dictated materials may be used by other students on Levels II or III for experience in working with a variety of voices.
B. Letter mechanics	
1. Letter style	On occasion, request a particular letter style; but more frequently, permit students to choose the style they desire. A single style may be adopted for several related letters, thus simulating the correspondence from one dictator or one business organization.
2. Punctuation style 3. Letter placement	Include two-column or three-column tabulations, enumerations, quotations, and other special details in the body of the letter to give students experience requiring deviation from standard placement rules.
4. Stylized letters	A collection of stylized letters for illustration and display may be gathered from business organizations, direct-mail advertising received at home, or from other sources. These letters may be used by students for practice in placement before transcribing such letters. Gather samples of letters with unusual form and arrangement for reference by students or for display.
C. Transcription standards	
1. Corrected mailable letter copy	On this level, a corrected mailable letter may be considered one in which a student has made a maximum of three, *neatly corrected erasures*. There must be no error in form or content. There should not be more than one *uncorrected* error in typing, spelling, or punctuation.

Content	Teaching Suggestions
2. Other transcribed copy	Other transcribed copy may be considered acceptable if the student has neatly erased all detected errors, with the exception of legal documents which do not permit erasures, and has made no serious error in form on each page typed. Some leeway may be made for undetected errors (one or two, suggested).
3. Proofreading	At this level, proofreading of all copies should be automatic. Although good proofreading habits should have been introduced and reiterated periodically, students should now be expected to make proofreading an integral part of their transcription process. It is suggested that students be given frequent opportunities to proofread one another's work to stimulate interest in detecting errors.
D. Transcription copy 1. Average length letters 2. Two page letters 3. Reports 4. Dictated material containing corrections	Letter copy should contain increasingly complex sentence structure and vocabulary. Students should not be required to supply all paragraphing, punctuation, and spelling without benefit of instructions from the dictator. By the time students are halfway through the series of letters assigned to this level, they should be transcribing final mailable copy without first resorting to a rough draft copy. See a *Uniform Educational Program for Machine Transcription*. Students should complete the transcription of letters 128-180.
5. Stylized letters a. Sales promotion b. Campaign letters	For a challenging experience for the better students, the teacher might utilize dictation material that requires unusual placement, display and arrangement, punctuation, typeface, paper size (i.e., baronial, monarch), etc.

Content	Teaching Suggestions
5. Other dictated material a. Tabulations b. Manuscripts c. Legal documents d. Financial statements	Instruct students to use reference manuals or secretarial handbooks for guides in arranging these materials. Encourage a great deal of self-initiative on the part of the student in (1) locating appropriate reference guides, (2) planning the material to be transcribed, (3) placing the material attractively, and (4) proofreading the accuracy of transcript.
III. Evaluation of New Learning	Continue the habit of weekly (or more frequent) timed transcription tests. The transcription test should continue to be on straight letter copy with first transcription being final mailable copy. (See teaching suggestions in Level I for length of typing line and for determining lines typed per 10 minutes.) Students at this level should be able to transcribe thirty 50-space lines of complicated material in 10 minutes without punctuation or English errors. The final examination could require the student to transcribe at the above standards 4 out of 6 letters, memorandums, reports, tabulations, manuscripts, statements, etc. One of these should include dictated material containing corrections. Require carbon copies and envelopes where applicable.
IV. Certificates of Achievement	Some manufacturers of transcription equipment offer award certificates gratis or at a nominal cost. The certificate issued at this level should represent a high level of proficiency and be useful to both the student and to a potential employer.

SECRETARIAL PRACTICE SYLLABUS

DUPLICATING MACHINES

INTRODUCTION TO DUPLICATING MACHINES

The means of reproducing copy selected is dependent upon a number of factors: cost, speed of producing the copy, ease of producing copy, and number of copies required.

In addition to understanding fully several duplicating processes, students should acquire an appreciation of their relative costs and advantages under various circumstances. In working with duplicating equipment, students should learn to conserve supplies. Running unnecessary extra copies, waste of paper, carelessness in the use of stencils, mats, and mastersets, adds greatly to the reproducing costs. In-house copy reproduction is a major activity in many business offices today; but office supervisors are constantly alert to ways of controlling costs.

Accuracy in producing copy for reproduction is extremely important. One error on an individually typed letter remains one error; but when one error is made on copy to be duplicated, as many errors are reproduced as there are copies made. Proofreading is, therefore, imperative, preferably by a second person.

Each duplicating process requires specialized supplies. It is important that persons using the equipment do not interchange supplies if they wish to obtain the best results. If possible, students should be involved in the ordering of essential supplies so they may become more aware of relative costs, problems of handling, and good procedures for storing.

The preparation of stencils and masters for office duplication is primarily a typewriting activity. Participation of the entire class is possible even when there is a wide variation in typewriting skill. To conserve supplies, students may type one or two lines on a stencil or master as an introduction to the process. Such an original is excellent for demonstration purposes, since stroking faults, unclean typefaces, and uneven stroking become very obvious.

Discussion of duplicating equipment and supplies, review of textbook references, and demonstration activities can be planned as a class activity. A variety of actual and simulated projects which require student teams to carry out an entire duplicating task should be used in this unit. Selection of the preferred process, writing up a job order, estimation of costs, and production of some finished copy should be part of the required activities.

DUPLICATING

CONTENT SUMMARY

Legend: FP = Fluid Duplicating Process
ST = Stencil Duplicating Process
DR = Direct Reproduction Process
OF = Offset Process
RE = Related Equipment Processes
PM = Production Management

	Level I					Level II					Level III				
	FP	ST	DR	OF	RE	FP	ST	DR	OF	RE	FP	ST	OF	RE	PM
Familiarization with process	X		X				X		X					X	X
Preparation of materials	X		X			X	X		X		X	X	X	X	X
Operation of equipment	X		X			X	X		X		X	X	X	X	
Evaluation of finished copy	X		X			X	X		X		X	X	X	X	X

DUPLICATING

STUDENT BEHAVIORAL OBJECTIVES

Level I

At the conclusion of this level, the student should be able to

1. Identify correctly supplies needed for each of the dry-process copiers with which she is acquainted in the school or classroom laboratory.
2. Operate a direct dry-process type copier of the Diazo, Diffusion, Dry Transfer, Electrostatic, Thermography, or other type.
3. Identify correctly supplies needed for the fluid process duplicator.
4. Prepare an original copy as required in the fluid process of copy reproduction.
5. Operate the fluid process duplicator with at least acquaintanceship skill.
6. Choose the most desirable and efficient process of those studied for various applications.
7. Evaluate the results of her work in terms of
   - Usability of copy -- accuracy, cleanliness, clarity, arrangement
   - Operation of equipment -- cleanliness of equipment and person during operation, use of supplies, disposition of copy and original
   - Use of work areas involved -- planned use of space, clean up, and care of supplies

DUPLICATING

OUTLINE OF CONTENT

Level I

Content	Teaching Suggestions
I. Overview of Duplicating Processes	
A. Direct reproduction process	Explain through the use of an exhibit of flyers, menus, form letters, old tests, church bulletins, announcements, etc., the many multiple-copy (reproducing) processes available to the businessman.
B. Fluid duplicating process	
C. Stencil duplicating process	Discuss comparative costs of typing vs. process costs. Possibly mention (for a dramatic moment) cost per sheet of copy paper in terms of a 20-page term paper.
D. Offset process	
E. Others	Elicit class knowledge of copyright protection, publisher's permission, plagiarism. A case in point might be the making of copies of sheet music for members of bands. Is it legal or illegal? Can you make copies of knitting instructions? Have sheet music and knitting books available to illustrate.
II. Direct Reproduction Process	
A. Familiarization	Select (from exhibit) one example of direct reproduction and ask for student identification of examples of the same process from the exhibit. This should enable the instructor to introduce the materials involved in the process, namely, the paper used in the visible results.
1. Advantages/disadvantages	
2. Materials a. Original b. Copy sheet c. Odd sizes	Discuss various copying processes permitting direct reproduction of documents--Diazo, Diffusion, Dye Transfer, Electrostatic, Thermography, etc.

Content	Teaching Suggestions
B. Preparation of master from a single copy - thermal process	Use an "application sheet" containing a flyer prepared for the direct copy machine. Demonstrate similarity of the masterset carrier pack to the carrier pack for odd-sized items (if applicable to your machine). Have each student make a master on the direct copy machine. Store completed mastersets.
C. Operation of equipment 1. Demonstration by teacher 2. Actual use by student a. Set up work b. Machine operation c. Clean up 3. Use of odd-sized materials 4. Nonreproducible	(1) Prepare on an 8 1/2" x 11" sheet, notes which provide all information the instructor believes will aid the student in understanding the direct copy process. (2) Demonstrate the use of the machine by making a single copy of these notes. (3) Allow each student to also make a copy if class size is not prohibitive. Introduce the use of manufacturer's carrier pack (i.e. silk screen) for copies of less than 8 1/2" x 11" size. Demonstrate by copying a newspaper clipping of a high school athletic event. Select a variety of business forms obtained locally. These might be pharmacy receipts, shipping invoices, cancelled checks, etc. Encourage students to observe and comment on apparent unreproducible items as they attempt to make copies of these forms. However, some electrostatic process machines will reproduce a clear print of any color ink.
D. Evaluation of direct reproduction copy	Evaluate each copy as to its usability with respect to acceptable clarity and placement.
III. Fluid Duplicating Process	
A. Advantages/disadvantages of this process	Have an exhibit available of "locally discovered" uses of this process, i.e., menus from diners, shopper's specials at small department stores, school announcements, association announcement, club minutes. Try to include handwritten as well as typed flyers, freehand drawings and traced drawings.

Content	Teaching Suggestions
B. Materials used 1. Impression paper 2. Masterset 3. Writing tools a. Styllus b. Template c. Pencil d. Ballpoint pen	Use teacher prepared study guides (reproduced by the spirit process) to present pertinent information. Completion sentences and a self-quiz at the end of each study guide tend to hold the interest of the student. Distribute a masterset to each student. Show the master (white) sheet, the tissue (protective) sheet, and the mastercarbon sheet, and explain the use of each. If the students learn that the open end of the masterset is the TOP, this will aid the instructor when teaching error correction.
C. Preparation of typewritten master 1. Preparation of typewriter 2. Typing tips a. Stroking b. Puntuation c. Capitals d. Touch control e. Paper bail placement 3. Masterset insertion 4. Masterset removal a. Paper release lever b. Tissue replaced	Have student volunteers use manual and electric typewriters with both clean and dirty typefaces--previously selected by instructor. Use job instruction sheets. See sample on next page. Distribute a study guide or other information on accepted methods for producing typewritten masters.

SAMPLE JOB INSTRUCTION SHEET

Name of student:

Objective of lesson: Prepare a typewritten masterset

Supplies needed: Type cleaner
Masterset
This copy
Typewriters - electric and manual

Procedure:
- Clean type.
- Prepare work area.
- Remove tissue from masterset and save the tissue.
- Insert the open end of the masterset into a manual typewriter.
- Check the masterset! As you see it in your typewriter, the white master sheet is nearest you.
- Use a 50-space line; double spacing, top margin of 12 lines.
- DO NOT BOTHER TO CORRECT YOUR TYPOGRAPHICAL ERRORS IN THIS EXERCISE!
- Type (double line space) the paragraph shown below:

  This is a sample of my typewriting on a manual typewriter. A sharp, firm typing touch should be used. Marks of punctuation (such as the period and the comma) should be typed with a lighter-than-normal touch. Capital letters (such as M and W should be typed with a heavier-than-normal touch.

TYPE YOUR NAME IN SOLID CAPITALS

- Remove the masterset from your typewriter. Place it on a smooth, hard surface. Using a ballpoint pen or a pencil, sign your name beneath the place where your name has been typed in solid capital letters.
- Insert the same masterset (open end) into an electric typewriter.
- Use a 50-space line; double spacing; begin on line 34.
- Type (double line space) the paragraph shown below:

  This is a sample of my typewriting on an electric typewriter. The stroking used should be even. The touch control is set at the manufacturer's recommended position. It is sometimes necessary to have the typewriter adjusted if the underscore slices the masterset or if the letter "o" cuts a circle out of the masterset.

TYPE YOUR NAME IN SOLID CAPITALS

- Remove the masterset from the typewriter. Shut off the motor!
- Place the masterset on a smooth, hard surface. Using a ballpoint pen or a pencil, sign your name beneath the place where your name has been typed in solid capital letters.
- Replace the tissue sheet that you saved at the beginning of this exercise.
- Store masterset in the designated area.
- Clean work area--this includes the typewriter keys. If by chance the keys have purple dye on them, ask your instructor for help in cleaning them properly.

Content	Teaching Suggestions
5. Drawing on a masterset	Introduce the procedure for including a drawing in an announcement. (Packets of pictures to trace, coloring books, cartoons, etc., are excellent sources.) Tracing may be done first directly on the mastersheet or on a dummy copy, depending upon time allocation and facilities available. Classroom windows as well as the illuminated drawing board are suitable for tracing and drawing tables.
	Use a job instruction sheet for the project.
6. Error correction a. In the typewriter b. Out of the typewriter	Use study guides to present basic information on error correction. Through teacher demonstration and teacher/student discussion, illustrate types of errors and various ways of correcting them.
D. Operation of equipment	Explain the difference between the paper used for fluid and for stencil duplicating.
1. Preparation of work area	
2. Supplies involved	Duplicate one copy for each student. Analyze the finished copy as to clarity, legibility, placement, and errors.
3. Procedure	Have each student correct the errors on her master, run off copies, and check the finished product with the teacher.
4. Clean up	Using the masterset made on the direct copy machine earlier in this unit, have each student duplicate several copies.
	Develop machine maintenance and supply checklists with the students to suit local facilities.
E. Evaluation	Evaluation is possible through a practical test that includes · preparation of a masterset - typed - using two colors - error correction · drawing a given, simple diagram on the masterset · operation of the spirit duplicating machine · check for correctness, clarity, and placement
1. Preparation of a masterset	
2. Production of finished copy	
3. Inspection for acceptability	

DUPLICATING

STUDENT BEHAVIORAL OBJECTIVES

Level II

At the conclusion of this level, the student should be able to

1. Plan and arrange rough draft material for duplication by fluid and stencil duplicating processes. This includes handwritten or art work and preparation of material for duplication on odd-sized paper or stock, such as post cards and half-sheet programs.

2. Run copy developed above, adjusting duplicator to changes necessitated by different stock.

3. Prepare copy for offset duplication.

4. Demonstrate skill at the acquaintanceship level in running the offset duplicator.*

5. Participate in a group project involving duplicating in more than one color.

* If the particular machine is not available, the student may be given a written or oral examination to demonstrate knowledge of the principles involved.

DUPLICATING

OUTLINE OF CONTENT

Level II

Content	Teaching Suggestions
I. Review	
A. Fluid duplicating process	From a prepared dummy layout of a 4-page flyer, have each student prepare a master that will include typewriting, drawing, an illustration, and the use of more than one color. Each student should duplicate her own master.
1. Preparation of a masterset . 4-page fold . multicolor . student prepared layout . typed and sketched	Use a rather detailed job instruction sheet for the project. Depending upon the time of school year, it might be possible for the student to prepare a greeting card. Evaluate the finished copy for clarity, placement, correctness, and attractiveness.
2. Operation of equipment	
3. Evaluation of finished copy	Use . cartoons presenting concepts of the process (available in manuals from stencil supply houses) . programmed instructional booklets for individual study . information supplied in the latest published texts
II. Stencil Duplicating Process	
A. Advantages/disadvantages	
B. Materials	Discuss use of various supplies as they are introduced.
1. Impression paper	Develop job instruction sheets for the use of the stencil set, stencil sheet markings, and types of correction fluid. For instruction purposes, the use of the most completely marked stencil sheets usually makes for the least painful transition to stencil sheets with few of specialized markings. Manuals from stencil supply houses are a valuable resource. If none are available, the basic markings that have proved useful are typewriter line spaces, typewriter scales, boundary lines, and warning numerals.
2. Stencil set a. Packaging b. Color c. The uses of 1) Plastic film 2) Stencil	

Content	Teaching Suggestions
3) Backing sheet 4) Cushion sheet d. Markings	Use a job instruction sheet that will involve typing a letter on a stencil and writing the student's name, using a signature plate and the stylus.
3. Use of correction fluid	
4. Styluses	
5. Signature plate	
6. Illuminated drawing board a. Use b. Flexible writing plate	Demonstrate the use of an illuminated drawing board, the use and purpose of the flexible writing plate, styluses, letter guides, screen plates, and the correction of errors when using the illuminated drawing board.
7. Identification of styluses	
8. Lettering guides	Use an "application sheet" for an exercise that will require the student to make a layout and to use a drawing board for tracing and handwriting.
9. Screen shading plates and border plates	Provide a place for the student to store the stencil set when completed. Analyze with the student faulty stroking and error correction by holding the stencil sheet to the light or placing it on an illuminated drawing board.
C. The two-color stencil process	Show how to stencil duplicate two colors at one time. The procedure will vary depending upon the machine involved -- silk screen or drum and ink pad. If the drum and ink pad machine is to be used, many times the machine's manufacturer has salesmen available to provide a demonstration in multicolor work.
1. Supplies - stencil set	
2. Procedure	
a. Preparation of typewriter 1) Cleaning 2) Touch control	Demonstrate cleaning the typewriter keys (if this has not yet been taught in a typewriting unit). Show how to disengage the ribbon. This will be necessary if the classroom is equipped with a variety of typewriters.

Content	Teaching Suggestions
b. Use of stencil set c. Use of ancillary tools d. Error correction e. Stencil storage	Demonstrate the preparation of the stencil set for typing. Insert the cushion sheet - waxy side up - between the stencil sheet and the backing sheet. If the stencils do not have plastic film sheets, get some sheets for the students to use with electric typewriters. Have students use correction fluid under teacher supervision. Caution students to use the paper release for removal of stencil set from typewriter.
D. Operation of equipment 1. Demonstration by teacher 2. Student practice 3. Clean up of machine and work area	Demonstrate machine operation. Use the stencil that was prepared to show the sequence of steps for operation of the machine. Distribute a duplicated copy to each student. Analyze the finished copy as to clarity, typing errors, and placement. Call attention to proper "feel" of the impression paper, etc. Store stencils in file wrappers. Print a copy of the stencil on the outside of the file wrapper before placing the wet stencil inside. Use an "application sheet" for an exercise in producing a typewritten stencil. Have each student type the following paragraph on both an electric and a manual typewriter, and correct all errors as they occur.

Content	Teaching Suggestions

```
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
*      This is a sample of my typewriting on a manual type-             *
*                                                                       *
* writer.  The touch I am using is uniform in pressure, staccato*
*                                                                       *
* in touch, firmer for all CAPITALS and lighter for punctuation *
*                                                                       *
* marks.  The type was cleaned before beginning and the ribbon   *
*                                                                       *
* was disengaged.                                                       *
*                                                                       *
*                                                                       *
*                        YOUR NAME IN CAPITALS                          *
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
```

Run and distribute finished copies. Check for improperly cleaned typeface, poorly corrected errors, improper stroking, not disengaging the ribbon, etc.

E. Evaluation of stencil duplicating

Use a stencil duplicating project that will require a combination of drawing and typing from a prepared dummy copy, the proper selection of the stencil set to use, the operation of the machine, and evaluation of the finished copy.

1. Combination drawing and typing

2. Two-color stencil

Another project should require the preparation of a stencil for two-color work. It might include making a layout that uses the top half of the paper for typed material and the bottom half for an illustration. Use of illuminated drawing board and styluses still should be limited and not require great detail.

Evaluate the finished copy, storage of stencil, and cleaning of work area, machine, and self.

Content	Teaching Suggestions
III. Offset Process	
A. Familiarization	Textbooks, manufacturer's manuals, and help from the high school graphics instructor should provide the instructor with background and pertinent information for discussion and study guides for the class. If your print shop and local printers use this process, it might aid your discussion to have examples of work done for the students to see.
1. The process	
2. Advantages/disadvantages	
B. Materials	Note: The main purpose or intent is to provide the student with the opportunity to prepare a typewritten mat that could be used on an offset machine. The offset press does not have to be available in the business department to successfully complete this part of the exercise.
1. Direct-image plates (mats)	
2. Carbon typewriter ribbon	
3. Grease crayons	
4. Soft eraser	
C. Preparation of mat	Have student prepare an offset mat on a typewriter equipped with a carbon ribbon. When errors are corrected, caution against making greasy fingerprints which will show on the mat.
1. Preparation of typewriter	
2. Typing techniques	Discuss the second type of offset plate--the presensitized plate. If possible, prepare an original (typed and/or with india ink); and have the print shop (if available) prepare the presensitized plate by transferring the copy by photography. Obtain samples of used plates and negatives from local printers.
3. Error correction	
D. Evaluation of offset duplicating	Use an offset duplicating project that will require a combination of drawing and typing from a prepared dummy copy, the proper preparation of the mat, the correct operation of the machine, and evaluation of the finished copy for clarity, neatness, placement, and correctness.

DUPLICATING

STUDENT BEHAVIORAL OBJECTIVES

Level III

At the conclusion of this level, the student should be able to

1. Use dry process, fluid process, stencil process, and offset process duplicators (if available) in real or simulated office experiences.

2. Duplicate odd-sized materials.

3. Exhibit supervisory capability with fellow students by being able to offer constructive suggestions in the development of original copy, selection of equipment, adjusting duplicator for improved printing, and other details during project work in the classroom laboratory.

4. Perform production management duties
   - Supplies and equipment management
   - Personnel management

DUPLICATING

OUTLINE OF CONTENT

Level III

Content	Teaching Suggestions
I. Continued Learning	
A. Stencil duplicating process	Use job instruction sheets for projects that involve the 4-page folder, multicolor, and postal cards. Availability of time, the amount of equipment, and the class size will govern the extensiveness of these projects. Production of assembly programs, greeting cards, and followup studies also can be valuable learning experiences for the accelerated student.
1. Advanced applications	
a. 4-page folder	
b. Multicolor work	
c. Post cards	
2. Preparation of layout	
3. Operation of equipment	
4. Evaluation of finished copy for acceptability	
II. Reinforced Learning	
A. Fluid duplicating process	Give the student two or three projects to reinforce her skills in these two processes. Be particularly critical of faulty copy at this level.
B. Offset process	

Content	Teaching Suggestions
III. New Learning	
A. Related equipment - familiarization	Discussion, display, demonstration by salesmen, movies, current filmstrips are excellent sources for information if a stapler, saddle stapler, electric stapler, collator, and jogger are not available in the office practice laboratory.
1. The processes	
2. Advantages/disadvantages	
B. Production management	
1. Supplies and equipment a. Storage b. Conservation	
2. Personnel a. Work plan b. Operation of machines	Have students develop and use work plans which will include delineation of duties, schedules of production, quotas, and standards.
IV. Evaluation of Theory and Performance	Require the successful completion of a stencil duplicated full-page announcement consisting of typewriting, handwriting, lettering guides, student's own layout, with use of at least two colors.
A. Stencil duplicating	
B. Fluid duplicating	Require the completion of a full-page copy by the spirit process. Standards should be high to reflect entry-level job competence.
C. Offset process	Require the successful completion of a duplicating project by the offset process if offset equipment is available. This need not be an involved application but should be judged rigidly for high standards of reproduction. (If offset duplicating equipment is not available, evaluation should be limited to the theory of this process.)
D. Production management	Have student production manager prepare a production analysis report on the work plan executed.

SECRETARIAL PRACTICE SYLLABUS

FILING AND RECORDS MANAGEMENT

INTRODUCTION TO FILING

Filing involves the placing of records in an orderly arrangement for the purpose of easy finding. But in a broader sense, filing refers to the orderly storage and subsequent retrieval of many things--nuts and bolts, lumber, hardware, stationery, books, clothing, etc. This is a concept the student can readily apply to his own personal possessions.

Proper labeling, organization of references and cross references, retention and disposal practices, and protective storage measures for vital records should be emphasized for both personal and office records.

Group and Individualized Activity

Introduction to filing practices is best presented on a group basis. This will give the teacher an opportunity to orient the class as a whole to such aspects of filing as

- basic purposes
- historical development
- methods
- basic equipment

This group instruction should be followed by individual practice.

Card Filing

The basic rules for alphabetic filing of cards may be presented to the whole class. Students may solve card filing problems on an independent basis as the teacher supervises, interrupts for puzzling items, and encourages class discussion when a troublesome point appears to perplex several students.

During the learning sessions, there must be freedom to make mistakes, to question, and to make corrections without fear of penalty. Preferably, a "complete" or "incomplete" should be assigned these initial practice exercises rather than a formal grade.

Many filing exercises may be assigned as homework to conserve class time. However, some provision, without consuming an inordinate amount of class time, should be made to insure that each student is doing her own work. A class exercise with a quick check of every 20-25 cards is an efficient procedure for evaluating student mastery of basic filing rules.

Correspondence Filing

Group discussion may also be most effective when introducing the class to equipment, supplies, and general techniques for correspondence filing. For example, the first 5 or 10 letters may be filed as a demonstration to the class. Again, actual filing practice may proceed on an individual basis with expectation of mistakes, questions and periodic teacher interruptions to explain a particular point.

Integration and Office Simulation

Each student should be provided a personal file folder in a central classroom file. Each day, as students enter the classroom, they should obtain any needed materials from their personal folder and return the folder to the file at the close of class. Other class projects involving typewriting, duplicating, transcription, etc., should involve control records and reports that are filed. Filing thus becomes an integral part of most other instructional units of the course.

OUTLINE OF CONTENT

Legend: AL = alphabetic
GE = geographic
NU = numeric
SU = subject
RE = related systems

Degree of skill: AQ = acquaintanceship
PF = proficiency
MPF = maintenance of proficiency

Systems:	Level I					Level II					Level III				
	AL	GE	NU	SU	RE	AL	GE	NU	SU	RE	AL	GE	NU	SU	RE
Familiarization with process	PF	PF						PF	PF						
Preparation of materials	PF	PF						PF	PF						
Application of the system	PF	PF						PF	PF		MPF	MPF	MPF	MPF	AQ

FILING AND RECORDS MANAGEMENT

STUDENT BEHAVIORAL OBJECTIVES

Level I

At the conclusion of study for this level, the student should be able to

1. Explain the meaning of alphabetic and geographic filing.
2. State the purposes, advantages, and disadvantages of alphabetic filing.
3. Identify equipment and supplies needed for card and for correspondence filing.
4. File both cards and correspondence alphabetically.
5. Locate filed materials in a reasonable time and explain procedures to be followed in case an item is lost.
6. State the advantages and disadvantages of geographic filing.
7. File cards accurately and correspondence geographically.
8. Prepare a typewritten statement on job opportunities for file clerks, limitations of a filing career, education and experience required for placement, beginning and advanced salaries, and typical working conditions.
9. File letters or cards alphabetically or geographically at the proficiency level of 40 items in 25 minutes, with at least 90 percent accuracy.

FILING

OUTLINE OF CONTENT

Level I

Content	Teaching Suggestions
I. Orientation to Filing	Elicit from students the various times and places they have been involved with filing and records management; i.e., laundry tickets, charge accounts, automobile insurance, credit cards, attendance excuses, etc.
A. Early filing devices 1. Spindle file 2. Box file 3. Shannon file 4. Bellows file	These files are in auxiliary use today, although they were widely used years ago.
B. Modern filing equipment 1. Letter and legal size four and five drawer cabinets 2. Vertical, horizontal, circular, and expansion files 3. Combination letter and card files	Refer to office equipment catalogs for a variety of modern filing equipment available.
C. Job opportunities 1. Qualifications 2. Availability of jobs 3. Wage scale 4. Career ladders	Discuss the work of a file clerk. Stress the importance of a good filing system to any business organization (or individual). Point out desirable personal characteristics of persons engaged as file clerks, qualifications needed, and employment opportunities. It will be helpful if statistics can be presented indicating the number of local jobs primarily involving filing and the number of office workers who do some filing as part of their daily tasks.

Content	Teaching Suggestions
II. Alphabetic filing systems	
A. Rules for indexing and filing B. Advantages and disadvantages C. Supplies 1. Guides 2. Folders 3. Tabs 4. Out-cards 5. Index cards	Teach a few rules at a time, following each with student exercises. Example: First, upon a signal from the teacher, students rapidly arrange a scattered set of cards into alphabetic order.
D. Application of the alphabetic system	Do not provide file boxes, guides, etc., during the initial demonstrations. Note the amount of time required. Now demonstrate how much time can be saved by sorting the cards, comparing and placing them in alphabetic order. This demonstration should emphasize the importance of precise filing routines to save time and for efficiency.
1. The working routine a. Check for release mark b. Read to determine content c. Index d. Code e. Cross-reference f. Sort g. File h. Out-strip i. Followup	Emphasize the need to follow precise steps in filing. After the students have been taught indexing, sorting, and filing, add the steps of inspecting and coding.

Content	Teaching Suggestions
2. Practice exercises a. Card filing b. Correspondence	Apply the routines to card and correspondence filing exercises. In these initial applications use relatively few letters of the alphabet. (For example A-G; T-Z). Cross-referencing should be introduced next. Introduce new terms gradually; i.e., 1/2, 1/3, 1/4, 1/5 tab cuts, coding release mark, etc. Begin to emphasize speed, but stress accuracy. Time certain applications as a means of motivating students and introduce a spirit of competition.
III. Midpoint Evaluation of Alphabetic Filing System A. Card filing B. Correspondence filing	Students should begin to demonstrate considerable confidence and proficiency in alphabetic card filing. Evaluate the ability to file rather than to recite rules. Test alphabetic filing of both cards and letters at a performance level of 40 items in 25 minutes with at least 90 percent accuracy.
IV. Geographic Filing System A. Rules B. Advantages and disadvantages C. Supplies 1. Auxiliary card index 2. Alphabetic tabs 3. Geographic guides	Review basic rules for alphabetic indexing and filing. A pretest might be used to determine forgotten learning or weak areas. Point out how captions on individual folders differ in geographic filing from alphabetic filing.

Content	Teaching Suggestions
D. Application of the geographic system	Use card filing exercises first and then correspondence filing. A practice set will eliminate the need for costly filing equipment. If a picture set was used for alphabetic correspondence filing, miniature letters were probably provided that can be used for geographic filing.
1. Teacher demonstration a. Steps involved b. Working routine	Reemphasize the need to follow precise steps in filing.
2. Practice exercises a. Card filing b. Correspondence filing	Exercises should be obtained from a variety of sources. Some texts have accompanying practice sets and filmstrips.
V. Summary Evaluation	
A. Geographic filing system	Test students through exercises measuring skill in retrieval as well as filing. Students should reach a relatively high level of proficiency in geographic card filing.
1. Card filing	
2. Correspondence filing	Students should be able to file 40 letters or cards in 25 minutes, with at least 90 percent accuracy.
B. Alphabetic filing of correspondence	At this time students should be gaining some proficiency in alphabetic filing. A series of 40 letters should be filed accurately in 25 minutes with at least 90 percent accuracy. Also, test the student's ability to locate selected correspondence from the file.

FILING AND RECORDS MANAGEMENT

STUDENT BEHAVIORAL OBJECTIVES

Level II

At the conclusion of this level, the student should be able to

1. Apply the rules of subject filing to a correspondence filing project designed for this purpose; handle materials and equipment correctly; and find requested papers promptly.

2. Apply the rules of numeric filing to a correspondence filing project designed for this purpose; handle correspondence file and alphabetic auxiliary file properly; and find requested papers promptly.

3. Give reasons for her choice of the most desirable filing system to use in the case problems presented by the teacher.

4. File correspondence using either the numeric or subject system at the proficiency level of 40 items in 25 minutes, with at least 90 percent accuracy.

FILING

OUTLINE OF CONTENT

Level II

Content	Teaching Suggestions
I. Numeric Filing System	
A. Rules	Stress the importance of the alphabet to this system. Point out business applications where numeric filing is especially advantageous. Review the supplies related to all filing systems.
B. Advantages and disadvantages	
C. Special supplies 1. Auxiliary card index 2. Numeric tabs 3. Miscellaneous alphabetic file	Review the rules for alphabetic filing. This is an excellent time to reestablish the more difficult rules. Stressing rules of alphabetic filing when introducing numeric filing will usually evoke the question as to why.
II. Application of the Numeric System	
A. Teacher demonstration 1. Steps involved 2. Working routines	Review the basic working routine for all filing. Emphasize the need for and use of auxiliary card index. The teacher may be able to obtain suitable filmstrips.
B. Practice exercises in correspondence filing	
III. Midpoint Evaluation	
A. Numeric filing	Discuss terminal-digit numerical filing. Students should be able to file 40 letters, using the numeric system, in 25 minutes, with at least 90 percent accuracy.

Content	Teaching Suggestions
IV. Subject Filing System	
A. Rules B. Advantages and disadvantages C. Special supplies 1. Auxiliary card 2. Subject folders 3. Individual folders	Teach the basic rules for determining what is the first and what is the second indexing unit in a subject file, and the concept of primary captions.
V. Application of the Subject Filing System	Demonstrate the process of filing and finding information when a subject file is used. Discuss need for auxiliary card index; and point out need for frequent cross-referencing.
A. Teacher demonstration 1. Steps involved 2. Working routines	Use exercises from textbooks, workbooks, and other sources that involve a variety of subjects.
B. Practice exercises 1. Card filing 2. Correspondence filing	Explain the Dewey Decimal and the Library of Congress subject filing systems. Visit the library for a demonstration of the system(s).
VI. Summary Evaluation	Students should be able to file 40 pieces of correspondence with at least 90 percent accuracy in 25 minutes using either the subject or numeric systems. It is assumed that the filing materials will have been assembled prior to the student evaluation.
A. Subject filing B. Numeric filing	In addition, the teacher should add a paper and pencil test to evaluate student comprehension of these two filing systems. Since these systems involve alphabetic filing, the test will serve as a review of the basic rules for alphabetic filing. Evaluate also the potential use and advantages of subject and numerical filing. If either of these systems is used extensively by local business organizations, a higher level of achievement should undoubtedly be expected.

FILING AND RECORDS MANAGEMENT

STUDENT BEHAVIORAL OBJECTIVES

Level III

At the conclusion of study for this level, the student should be able to

1. Prepare a typewritten report on selected problems of records management.
2. Identify a variety of equipment and supplies used for filing automated data processing materials and describe how various items are filed that are used in an ADP system.
3. Prepare a typewritten report with illustrations of unique new filing equipment, describing its use and special application.
4. Analyze and prepare reports on the filing system of the school, local businesses, and/or local governmental agencies.

FILING

OUTLINE OF CONTENT

Level III

Content	Teaching Suggestions
I. Special Filing	
A. Chronological filing B. Visible filing C. Open-shelf filing D. Microfilm filing	Introduce students to a variety of modern filing systems and equipment. Much of this should be independent reading. Students should also be encouraged to clip illustrations of unusual filing equipment and features of any unique filing application.
II. Automated Data Processing and filing	
A. Filing applications in ADP 1. Unit record installations 2. Computer installations	Obtain materials filed in an ADP installation. Films, filmstrips, or overhead transparencies may be available.
B. Job opportunities	Discuss the need for temperature control with certain types of filed materials. Discuss fire and safety precautions essential to certain types of filing.
III. Commercial Filing Systems	
A. Variadex filing B. Triple check automatic index filing C. Soundex filing D. Others	Treat each system briefly. Students may be encouraged to read about the systems in their specialized textbooks or in trade literature.

Content	Teaching Suggestions
IV. Micro-image Systems	
A. Microfilm B. Microfiche C. Micro-folio D. Videofile	Explain micro-image systems, their advantages, and business applications. Discuss the use of the aperture card in microfiche filing.
V. Records Management	
A. Establishment of a filing system B. Control of records C. Storage: identifying and safeguarding vital records D. Disposition of records 1. Retention 2. Transfer 3. Destruction	Summarize the WHY and IMPORTANCE of filing to both an individual and a business organization. Discuss various factors affecting records retention. If possible, develop with the class one policy statement relative to disposition of a particular type of correspondence.
VI. Practice Applications	
A. Alphabetic B. Geographic C. Subject D. Numeric	Use a practice set with 75-100 miniature letters to apply the rules of alphabetic, geographic, subject, and numeric filing. It is likely that one set can be used for this fourfold purpose. At this level students should have gained a higher level of competency with each of their filing arrangements.
VII. Summary Evaluation	
A. Filing theory B. Practical applications C. Theory of records management	Students should be able to apply the principal rules for alphabetic filing with a high degree of competence. Specifically, they should be able to file 50 miniature letters in 25 minutes for any of the following filing systems: A. The school filing system from the point of view of records kept, filing systems used, length of storage period for various type records, supplies used, types of equipment used,

Content	Teaching Suggestions
	control, staff, implications of automatic data processing for various aspects of the system. B. The town library as an example of filing practices. C. The filing system of a local business. D. The unique filing equipment exhibited at a local office equipment show. E. A local data processing installation to analyze the filing problems involved.

SECRETARIAL PRACTICE SYLLABUS

DATA PROCESSING

INTRODUCTION TO DATA PROCESSING

This instructional module will treat data processing in its broadest sense and include manual, mechanical, electro-mechanical, and electronic systems. Students entering this course will have had varying backgrounds with respect to data processing and some may already have completed a formal course of study in Recordkeeping, Bookkeeping and Accounting, or Automatic Data Processing. It is recommended that the teacher assess student backgrounds through a formal testing program before introducing this instructional unit in order to plan the time needed for the various topics in Level I.

The manual data processing procedures introduced in Level I may serve as a review for some students. Emphasis should be on general knowledge of the use of the various recordkeeping forms and how data "flows" from one to another of these forms. At Level II, the student may devote time to building job proficiency on such machines as the keypunch, sorter, or accounting machine. One or more of these machines are now being added to many instructional laboratories. At Level III, a student will again have the opportunity to concentrate on one or more of these machines to achieve entry-level job proficiency.

Practice sets are encouraged in this instructional module to give the student the opportunity to work with simulated source documents and business forms. As a culminating activity to the course, a simulated office or business operation is highly recommended. Here the student may experience the flow of data from one person to another in a particular department of a business or between various departments of a business organization.

DATA PROCESSING

SUMMARY OF CONTENT			
	Level I	Level II	Level III
Data processing cycle	x		
Methods of data processing (overview)	x		
Manual data processing			
Equipment and devices	x		
Purchase records	x		
Receiving records	x		
Storing records	x		
Selling records	x		
Billing records	x		
Shipping records	x		
Cash receipts records		x	
Cash payments records		x	
Checking account		x	
Payroll records		x	
Special forms and records		x	
Mechanical data processing			
Posting machine		AQ	
Bookkeeping machine		AQ	
Electro-mechanical data processing			
Keypunch		AQ	PF
Sorter		AQ	PF
Tabulator			AQ
Computer data processing (overview)			
Employment opportunities			AQ

Key to Abbreviation

AQ = Acquaintanceship
PF = Proficiency level

DATA PROCESSING

STUDENT BEHAVIORAL OBJECTIVES

Level I

At the completion of this level, students should be able to

1. Identify the basic data processing operations included in the data processing cycle: recording, classifying, sorting, calculating, storing, retrieving, reproducing, and communicating.

2. Describe the principal data processing methods: manual, mechanical, electro-mechanical, and electronic.

3. Identify equipment, forms, and devices used in performing basic data processing operations in manual systems.

4. Record given data from source documents by hand on specialized forms used by business in selling, billing, shipping, purchasing, receiving, storing, and accounting.

5. Explain the interrelationships of these forms.

DATA PROCESSING

OUTLINE OF CONTENT

Level I

Content	Teaching Suggestions
I. The Data Processing Operations Cycle A. Recording B. Classifying C. Sorting D. Calculating E. Storing F. Retrieving G. Reproducing H. Communicating	Point out that these steps are common to all data processing systems whether manual, mechanical, electro-mechanical, or electronic. Explain the meaning of a source document. Develop a basic understanding of what is included in each of the steps in any data processing operation. Emphasize the critical need for accuracy of input data.
II. Methods of Processing Data A. Manual B. Mechanical C. Electro-Mechanical D. Electronic	Discuss each of these data processing methods. If possible, obtain a film or filmstrip suited to providing an overview of these various data processing systems. This may be an appropriate time to develop an historical overview of the development of data processing. This should be brief and primarily to develop student interest in this topic.
III. Manual Data Processing A. Recording devices and equipment 1. Handwritten journals and records 2. Forms register 3. Pegboard	Much of the content of this topic will have been covered in the other major syllabus units. This topic will, however, serve as a general overview of manual data processing methods and should provide a better understanding of "data flow" in a manual data processing system. Some of the special typewriters may have been studied in connection with the unit devoted to typewriting. Discuss special devices such as the line finder and typewriter form feeder that help the operator in manual recording operations.

Content	Teaching Suggestions
4. Typewriters a. Justifying b. Variable type c. Common language 5. Imprint devices	
B. Classifying devices and equipment 1. Columnar journals 2. Strip record	At this time, the student should be aware of the columnar journal only as a means of classifying data according to various groupings. A subsequent discussion will include various columnar journals.
C. Sorting devices and equipment 1. Sorting racks 2. Edge-notched cards	Use illustrations from equipment manufacturers to explain the features of some of the latest sorting equipment. Samples of edge-notched cards probably can be obtained from local firms.
D. Calculating devices and equipment 1. Tables 2. Adding and calculating machines 3. Cash registers	Bring in tables used in calculating sales taxes, payroll withholding taxes, etc.
E. Files for storage and retrieval 1. Tub 2. Rotary 3. Visible 4. Microfilm 5. Microfiche	This topic will serve as a review of the special unit devoted to filing and records management.

Content	Teaching Suggestions
F. Reproducing devices and equipment	
1. Replica copiers 2. Stencil/fluid/offset copiers 3. Addressing machines 4. Common-language typewriters	It will be noted that these devices have been studied in connection with the unit on duplicating. They are listed at this time to show that they are part of the manual data processing work flow.
G. Communicating devices and equipment	
1. Teletype machines 2. Teledata machines 3. Telephone accessories and devices	An extended study of communication devices is covered in the topic devoted to communication.
IV. Specialized Forms and Records	
A. Purchase records 1. Purchase requisition 2. Purchase order 3. Purchase invoice 4. Price quotation records	The student who has studied recordkeeping or bookkeeping and accounting should have a good understanding of these special purchase records. It is important that in connection with the discussion here, however, that the student understand the flow of data from one to another of these forms. The teacher may use a flow chart to explain this data flow. For students who have not had previous preparation in the use of purchasing records, a number of job instruction sheets are available in the volume *Sample Job Instruction Sheets*, available from the Bureau. Explain the need for multiple copies of these forms to accommodate the various departments affected. Use sample forms and, if possible, introduce a practice set involving some of the forms listed in this and subsequent topics of the data processing unit.

Content	Teaching Suggestions
B. Receiving records 1. Verifying incoming shipments 2. Handling irregularities	
C. Storing records 1. Bin tags 2. Shelf tags or cards 3. Perpetual inventory records 4. Stock requisitions	Students should be aware of the need for stock control and the need for periodic physical inventory. An exercise may be devised to simulate a physical inventory.
D. Selling records 1. Sales slip 2. Sales order	See sample job instruction sheets devoted to these aspects and to several related manual data processing records.
E. Billing records and procedures 1. Sales invoice 2. Pricing and figuring extensions 3. Figuring discounts 4. Customer statement 5. Credit memorandums	
F. Shipping records 1. Parcel post 2. Express 3. Freight 4. Air express	Review the various records used in connection with these shipping methods. Review relative cost, advantages, and disadvantages of these methods of shipment.

Content	Teaching Suggestions
V. Evaluation at the Proficiency Level	Students should be able to use the various manual data processing forms studied in this unit. Both objective questions and performance criteria should be used to measure this competence.

DATA PROCESSING

STUDENT BEHAVIORAL OBJECTIVES

Level II

At the completion of this level, the student should be able to

1. Record given data from source documents by hand in a simple columnar cash receipts and cash payments journal or payroll register.

2. Handle a checking account including procedures for establishing the account, making deposits, making withdrawals, bank reconciliation.

3. Use a change memorandum for a cash payroll.

4. Identify machines used in mechanical data processing.

5. Record given data from source documents by machine in accounts receivable, accounts payable, or inventory records.

6. Punch, in 15 minutes, with 100 percent accuracy, 15 programmed cards, with 40 to 50 alphabetic and numeric strokes in each, on the card punch machine.

7. Present graphically, by flow charting techniques, data flow in a unit record (electro-mechanical) system. Explain the function of the various machines that might be included in such a system.

DATA PROCESSING

OUTLINE OF CONTENT

Level II

Content	Teaching Suggestions
I. Manual Data Processing (Continued from Level I)	
A. Handling cash	
1. Proof of cash receipts and expenditures	This should be only a very brief treatment, particularly with procedures involving the use of a cash receipts and cash payments journal. A more extensive treatment of recordkeeping procedures should be acquired through the formal course in Recordkeeping or Bookkeeping and Accounting.
2. Cash receipts journal	
3. Cash payments journal	
4. Preparing money for deposit	
B. Checking account	
1. Establishing the account	Some of the aspects of this topic will be a review for some students. The job instruction method is therefore ideally suited to covering many of the details of the topic. See sample job instruction sheets in a separate volume available from the Bureau.
2. Making deposits a. Deposit slip b. Endorsements	
3. Making withdrawals a. Check stub b. Writing the check	

Content	Teaching Suggestions
4. Reconciling the bank statement	Provide exercises in reconciling a bank statement. Discuss the procedures for verifying the statement and canceled checks, determining outstanding checks, checking deposits, and auditing checks for alteration.
C. Payroll records	
1. Individual time card 2. Authorized deductions 3. Payroll forms 4. Government reports	Use one or more simple exercises to give students a general understanding of payroll records. Discuss the use of a change memorandum in connection with a cash payroll.
D. Special forms and records used in making and receiving payments	
1. Voucher checks 2. Voucher check register 3. Promissory notes 4. Sight drafts 5. Time drafts 6. Trade acceptances	One or more job instruction sheets may be used to cover the use of these special forms and records.
II. Mechanical Data Processing	
A. Posting machines	Students may have become acquainted with these machines in the adding and calculating machines module.
B. Bookkeeping machines	Review the use of various types of machines used in mechanical data processing. Demonstrate or have a student demonstrate mechanical data processing machines that . Add, subtract and record numeric data . Add, subtract, and record alphabetic and numeric data . Add, subtract, multiply, and divide . Sort and accumulate data by classification

Content	Teaching Suggestions
III. Punched Card Data Processing	
A. The punched card 1. Basic card format 2. Card terminology a. Columns b. Rows c. Fields d. Punching zones	Provide samples of standard punched cards. Discuss the way information is entered on a card. It may be interesting to have students try to read data already entered in a few sample cards. Discuss with students the underlying principles of punched card data processing.
B. Unit record machines 1. Cardpunch 2. Verifier 3. Reproducer 4. Interpreter 5. Sorter 6. Collator 7. Calculating punch 8. Tabulator	Explain the function of each of these machines. Use illustrations from manufacturer catalogs, films, filmstrips, and other media to help students obtain a general knowledge of what these machines are able to do. Keep the discussion simple. Teach for only general understanding.
C. Mark sensing	Relate each of these machines to the steps included in a data processing cycle. If a keypunch, sorter, or other unit record equipment is available, give students "hands on" practice to obtain an acquaintanceship level of performance. Students may have had an opportunity to work with the keypunch machine in the typewriting module.
IV. Machine Operation A. Keypunch or simulator B. Sorter	
V. Flow charting	Develop a flow chart of information as it progresses through a unit record data processing system.
VI. Specialized Terms A. Programming B. Coding C. Machine language D. Hardware E. Software F. Other	Elicit from the class a list of basic terms used in punched card data processing. Define the terms and maintain a notebook that can be used as a reference guide.

Content	Teaching Suggestions
VII. Evaluation at the Acquaintanceship Level A. Manual data processing B. Mechanical data processing	At the conclusion of this level students should be tested on their knowledge of manual data processing for handling cash, payroll records, a checking account, and special forms used in making and receiving payments. This information should be tested by both objective questioning and performance problems. Students should also have achieved an acquaintanceship knowledge of mechanical and punched card data processing systems. If a key punch and/or a sorter is available, students should be able to punch 2,000 strokes per hour and perform a simple sorting application.

DATA PROCESSING

STUDENT BEHAVIORAL OBJECTIVES

Level III

At the completion of this level, the student should be able to

1. Identify the various components of an electronic computer data processing system and explain their functions.

2. Define basic terms used in computer data processing:

block diagram	hardware
central processing unit (CPU)	input media
code	instruction
computer	machine language
computer language	memory (storage unit)
console	output media
debug (test)	program
external storage	software
flow chart	

3. Punch, in 15 minutes, with 100 percent accuracy, 15 programmed cards, with 40 to 50 alphabetic and numeric strokes in each, on the card punch machine.

4. Answer, in 40 minutes, with at least 75 percent accuracy, a series of 50 questions pertaining to the functions of tabulating machines and related equipment such as the sorter and the verifier.

5. Run off a deck of input cards on a prewired tabulator, if available.

6. Sort 25 cards with alphabetic and 50 cards with numeric information in 15 minutes.

7. Identify job opportunities by title and required educational preparation available in the field of automatic data processing.

COMPUTER DATA PROCESSING

OUTLINE OF CONTENT

Level III

Content	Teaching Suggestions
I. Computer Data Processing	
A. Computer system components	Teachers should make frequent use of overhead projectors to demonstrate computer systems, programming, etc.
1. Input media and devices	Describe various input devices for computer systems: punched cards, punched paper tape, magnetic tape, console typewriter, character reader.
2. Central processing unit	Explain the function of the CPU--makes computations and comparisons on which logical decisions are based. Illustrate how a computer is able to make a decision.
3. Storage unit and devices	Students should understand that both data and instructions are received by the computer which can put them in storage. These data are put into numbered locations similar to the numbered lock boxes in a post office. From each location an item can be withdrawn in accordance with an instruction or can be subject to processing or output. Discuss the three commonly used storage devices for auxiliary or secondary storage--magnetic-tape unit, magnetic drums, magnetic disks.
4. Output media and devices	Describe various output devices: magnetic-tape unit, card punches, paper-tape punches, printers, console typewriter, etc. Data emerge from these devices in the form of punched cards, punched paper tape, magnetic tape, etc. These media produce output in machine language. The console typewriter and printer, however, produce copy in readable language.

Content	Teaching Suggestions
II. Functions of a Computer System	
A. Accepts data (input)	Emphasize that data must be presented to a computer in a form it can "understand."
B. Stores data	Explain the difference between primary storage and auxiliary or external storage.
C. Performs arithmetic operations	Be sure students understand that a computer can perform all of the mathematical processes--addition, subtraction, multiplication, and division. Compare this capability with the tabulator which can only add and subtract.
D. Controls and times operations	Point out that the control unit of the CPU regulates the whole computer system.
E. Communicates results (output)	
III. Programming a Computer	
A. Planning and diagraming	Explain that to make a computer function, a human must first plan every operation, step by step. This phase is referred to as block diagraming. Show students some of the symbols used in block diagraming.
B. Coding	Coding refers to the task of writing the specific instructions to the computer in a special language that it can interpret.
C. Testing	After the program has been written and recorded on punched cards, paper tape, or magnetic tape, it is tested to see if there are errors.
	These topics are to be presented for only general understanding.

Content	Teaching Suggestions
IV. Advantages of a Computer System	Point out that speed is a major advantage of any electronic data processing system. The capacity of the computer to perform mathematical operations and to make decisions are other advantages.
V. Computer Uses	
A. Business (Reservations)	Encourage students to read about some of the emerging uses for computers. Accounts appear regularly in several of the trade journals, daily papers, and other periodical sources.
B. Industrial	
C. Engineering	Discuss (ATS) administrative terminal systems and how they are used in business.
D. Science (Weather forecasting)	
E. Medicine	
F. Research	
G. Instruction	
VI. Employment Opportunities	One of the primary benefits of this topic should be to alert students to the expanding opportunities for employment in the field of automatic data processing. Encourage students to research various jobs that are associated with this field. Use the *Dictionary of Occupational Titles* as one source of job descriptions, educational qualifications, and worker characteristics.
A. Coding clerk	
B. Card punch operator	
C. Card-tape converter operator	
D. Programmer	

Content	Teaching Suggestions
VII. Machine Skills A. Keypunch B. Sorter	Many office machine laboratories now have a card punch machine or "simulator." Some students can be expected to attain entry-level job proficiency on the card punch and on the sorter if these machines are available for regular use. Students who wish to develop job proficiency on the card punch machine will need exercise books and should seek to develop approximately 4,000 to 5,000 strokes per hour. In a typical secretarial practice course it is likely that only a very few students will be able to reach this goal, unless this becomes one of their areas of primary concentration.
VIII. Evaluation A. Familiarity with computer systems	This level should be evaluated primarily through a written test of the student's knowledge of basic terms, advantages of the computer data processing system, general understanding of the various components of such a system, and opportunities for employment.
B. Acquaintanceship with the tabulator	Have the student run off a deck of input cards on a prewired tabulator, if available.
C. Proficiency on keypunch and sorter	A performance test should be administered on the keypunch machine for those students who specialized on this machine. A student who is able to reach 4,000 strokes per hour when copying from easily readable source data should be considered to have reached a very satisfactory performance level. Give the student a performance test on the sorter. Have her sort 25 cards with alphabetic information and 50 cards with four-digit numerical data in 15 minutes.

SECRETARIAL PRACTICE SYLLABUS

COMMUNICATIONS

INTRODUCTION TO COMMUNICATIONS

Business is centered around communication activities. Potential customers are persuaded through face-to-face discussion, through telephone conversations, and through business letters. Ideas are exchanged, important decisions are reached, and goods are bought and sold as the result of the effectiveness of this communication.

This instructional module should serve to strengthen oral and written communication skills. Although some topics will have been treated somewhat in previous courses, this unit should bring together most of the tools of oral and written communication and help students to apply them with self-confidence in a number of personal and business situations. Case problems, role playing, practice sets, and office simulation should be utilized to provide realism and make it possible to judge the attainment of competencies difficult to assess through formal testing.

The student should be able to meet office callers with poise and self-assurance, handle telephone calls pleasantly and judiciously, and use reference tools and modern communication services and equipment to the full advantage.

It is important that students develop a philosophy of communication--an appreciation of the oral and written word as tools of thinking and learning and for conveying thoughts and feelings to others. The student should develop a keen awareness of the importance of communication skills for creating favorable impressions, for persuading others, and for generating the type of goodwill essential to any successful business organization.

COMMUNICATIONS

STUDENT BEHAVIORAL OBJECTIVES

Level I

At the conclusion of this level, the student should be able to

1. Demonstrate a knowledge of the basic tasks performed by an office receptionist.
   - meeting office callers
   - screening office callers
   - scheduling appointments
   - maintaining a caller file or register
   - terminating an office call to assist the employer

2. Demonstrate telephone competencies including
   - placing and receiving local and long-distance calls
   - using an office switchboard
   - using interoffice telephone equipment other than the switchboard
   - selecting telephone services most appropriate for a particular long-distance call
   - knowledge of telephone directories, special services, and general information pertaining to telephone rates
   - screening and "routing" telephone callers

3. Identify and describe various types of written personal and business communication.

4. Use role playing or office simulation to carry out essential routines associated with handling incoming, outgoing, and interoffice mail.

5. Answer with at least 75 percent accuracy a series of approximately 50 objective questions in 30 minutes pertaining to effective oral communication, duties of the office receptionist, telephone services and usage, types of written communication, and mail handling procedures.

COMMUNICATIONS

OUTLINE OF CONTENT

Level I

Content	Teaching Suggestions
I. Oral Communication	
A. Voice quality 1. Pitch 2. Inflection 3. Control 4. Stridency 5. Projection	Have students record, listen to, and evaluate their voices. Provide opportunities to correct voice faults and overcome speech defects.
B. Enunciation C. Pronunciation D. Tempo	Arrange for students to make introductions, greet callers, and make several short oral presentations before the class. Tape the oral presentations and encourage self-criticism. Deliver the presentations again to appraise improvement.
E. Organization 1. Preparing for oral communication a. Developing an outline b. Expanding the outline	Provide some experience in outlining a short presentation. Compare advantages and disadvantages of speaking from an outline as compared to reading the presentation.
2. Characteristics a. Clearness b. Conciseness c. Unity d. Force e. Style	Stress the need for careful organization and rehearsal. Sentence structure, naturalness, use of gestures, attaining force through voice inflection and repetition, and style are important to good oral presentations.
3. Structure a. Choice of words and grammar b. Substandard or careless English c. Sentence structure	Emphasize the need to prepare for some complex telephone conversations.
F. Appearance G. Mannerisms	Emphasize the importance of appearance and distracting mannerisms in personal communication. Jingling keys in a pocket, toying with glasses, and tapping a podium distract from the message.

Content	Teaching Suggestions
H. Poise	Explain that poise is achieved through self-confidence, diligent effort, and careful preparation.
I. Interaction with your audience 1. The effective pause 2. Eye-to-eye interaction 3. Courtesy 4. Interrupting 5. Being a good listener	Oral communication can often be enhanced by interaction techniques, i.e., pausing to give the listener time to react, looking the listener square in the eye. Stress the need for courtesy in oral conversation and the need for being a good listener. Interrupting can be a bad habit.
J. Multimedia support 1. Use of visuals 2. Gestures	
II. The Office Receptionist	
A. Appearance B. Attitude C. Caller file or register D. Reminding your employer E. Screening office callers 1. Those without appointments 2. Referring callers F. Scheduling appointments G. Handling the appointment 1. Anticipating seating and other needs 2. Greeting the visitor 3. Ushering in the visitor 4. Interrupting appointments	This is an excellent time to discuss the importance of good grooming and the general appearance of the receptionist's desk. Point out the need for a file of names of frequent callers so they can be properly recognized. Discuss techniques of handling office callers who do not have appointments. Some callers may be referred to a party other than the one requested. Discuss the need to prepare for each day's list of appointments. Provide problems which give the student the opportunity to react to various situations which might face a receptionist and discuss how the case might be handled.

Content	Teaching Suggestions
III. Tools of Oral Communication	
A. Interoffice communication systems	
B. Telephone	
1. Making and receiving calls	Obtain publications and films from your local telephone company office dealing with telephone usage.
2. Writing telephone memorandums	
3. Courtesy	Provide classroom practice in receiving and placing calls. Some classrooms may be equipped with a PBX board; and others will be organized with one or more telephones in the classroom.
4. Speech	
5. Efficiency	
a. Preparing for calls	Use the "Teletrainer" to simulate telephone calls and proper handling of calls.
b. Ways to save money on calls	
6. Related equipment	
a. Switchboard	
(1) Cord P.B.X.	
(2) Key P.B.X.	
b. Multibutton phone	
c. Automatic dialing (card dialer)	
d. Call director	
e. Speaker phone	
f. Picturephone	
g. Data-phone	
7. Services	
a. Toll calls	
(1) Station-to-station	Use the local telephone directory for an explanation of various types of telephone calls and services.
(2) Person-to-person	
(3) Conference	
(4) Mobile telephone calls	
(5) Marine	

Content	Teaching Suggestions
(6) Overseas (7) Collect (8) Credit card	If possible, bring to class sample credit cards that are used in charging telephone toll calls.
b. Special services (1) Answering (2) Tie lines (3) Information (4) Time service (5) Wide area telephone service (WADS) (6) Emergencies (7) Direct inside dialing (8) Direct long-distance dialing (9) Telegrams	Invite a local telephone company representative to speak to the class on some of the modern services now available.
8. Rates a. How determined b. Evening rates c. Night rates d. Holiday rates e. Message units	Use the local telephone directory for clarification of telephone rates. Discuss the need to consider time zones when placing telephone calls.
9. Use of telephone directories a. Classified b. Alphabetic	
IV. Written Communication	
A. Written personal communication 1. Announcements 2. Invitations 3. Appointments	At this level, students should discuss in general terms various types of personal written communication. At Level III, students will be given the opportunity to prepare communications of several types.

Content	Teaching Suggestions
4. Inquiries 5. Declinations 6. Appreciation 7. Congratulations 8. Sympathy 9. Introduction 10. Application	See the Machine Transcription Module for the mechanics of letter writing.
B. Written business communication 1. Letters a. Form letters b. Orders c. Acknowledgments d. Remittances e. Reservations f. Sales g. Credit h. Collection i. Adjustment j. Recommendation k. Acceptance l. Resignation m. Other 2. Interoffice memorandums 3. Reports 4. Telegrams 5. Cablegrams	Have students copy business letters of the kind listed. Select the most common letter types. Encourage students to type the letters, following proper form.

Content	Teaching Suggestions
V. Handling the Mail	
A. Incoming	At this time, students should become familiar with mail-handling routines. Later in the year, there should be an opportunity to handle incoming mail through the organization of a model office.
1. Receiving	
2. Opening and removing contents	
3. Time and date stamping	Discuss special handling of cash, checks, and other important contents.
4. Sorting	
5. Distributing	
B. Outgoing mail	
1. Collecting	
2. Sorting	
3. Folding	Give students some practice in letter folding for various size envelopes.
4. Addressing or completing address	
5. Special service notations	Be certain students are familiar with ZIP code directories.
6. Sealing	Provide experience with the use of a postal scale.
7. Wrapping	
8. Weighing	
9. Facing, bundling, typing	
10. Stamping	
11. Dispatching	
C. Interoffice mail	
1. Distribution - route slips	
2. Assembly for distribution	Display illustrations of some of the special types of equipment used in modern offices for interoffice mail handling.
3. Special equipment	
a. Conveyors and tubes	
b. Facsimiles -- Transfax	
c. Rubber stamps	
d. Work sheets	
e. TelAutograph	
f. Paging systems	

Content	Teaching Suggestions
D. Bulk mail - sort, face, bundle, sack E. Business reply mail F. Evaluation at the proficiency level	Investigate postal regulations pertaining to bulk mailings and special postal permits. Evaluate student understanding of effective oral communication, duties of the office receptionist, telephone services and usages, types of written communication, and mail handling through the use of approximately 50 objective questions. Students should be able to answer correctly at least 75 percent of the items presented in 30 minutes. Evaluate through role playing the ability of the student to carry out essential tasks of an office receptionist, handling mail, etc.

COMMUNICATIONS

STUDENT BEHAVIORAL OBJECTIVES

Level II

At the conclusion of this level, the student should be able to

1. State the different services provided by first, second, third, and fourth class mail.
2. Identify the special mail service most appropriate for sending mail under prescribed circumstances.
3. Describe 10 telegraph services available to users and the circumstances under which each would be selected.
4. Locate specific information in a variety of general reference books.
5. Answer with at least 75 percent accuracy in 40 minutes a series of approximately 50 questions pertaining to the United States postal services, telegraph use and services, and general reference sources used in business and personal communication.

COMMUNICATIONS

OUTLINE OF CONTENT

Level II

Content	Teaching Suggestions
I. Tools of Written Communication	
A. United States postal system 1. Classes of mail service a. Limitations b. Rates 2. Special services a. Certified mail b. Registered mail c. Insured mail d. Airmail e. Special delivery f. Special handling g. C.O.D.	Have students become familiar with the U.S. Postal Guide and with rates for the various classes of mail. Students should not be expected to memorize rates, however. Provide exercises which require the student to select the best service for a particular situation.
B. Telegraph service 1. Fast telegram 2. Day letter 3. Night letter 4. Reaching travelers enroute 5. Telegraph money orders 6. International messages 7. Desk-Fax 8. Teleprinter 9. Telex 10. Facsimile service 11. Operator 25 service 12. Commercial news serivce 13. Private wire 14. Gift service 15. Special handling	Refer to job instruction sheet supplement for appropriate sample job sheets. Discuss the special handling services involving (1) personal delivery; (2) delivery by messenger only; (3) delivery by telephone; (4) report of delivery.

Content	Teaching Suggestions
C. Reference tools 1. General references a. Encyclopedias b. Dictionaries c. Directories (1) Address (2) Postal (3) Travel Hotel/Motel guides American Automobile Association Timetables d. Indexes (1) Guides to periodical literature (2) Newspaper indexes (3) Subject guide to books in print e. Biographical information f. Credit and financial information g. General business information h. Grammar and style i. Technical dictionaries j. Atlases k. Gazetteers l. Almanacs 2. Business books and brochures a. Trade journals b. House organs c. Office manual	The classroom should have a collection of basic reference publications and periodical literature. Spend at least one day in the library giving students an opportunity to become better acquainted with its general reference collection. Arrange with the librarian for her to give an indoctrination at the level suitable to the class. Provide several exercises which require students to locate information in the library through the use of the general reference collection.

Content	Teaching Suggestions
3. Newspapers and periodicals 4. Books (including paperbacks)	
D. Evaluation at the proficiency level	Through case problems, evaluate the student's ability to select the U.S. postal service or telegraph service most appropriate to meet prescribed circumstances. Require the student to demonstrate her ability to locate specific items of information that can be found in library general reference sources. Evaluate student understanding of the U.S. postal system, telegraph services, and general reference tools through 50 or more objective items measuring cognitive skills at the proficiency level in 40 minutes.

COMMUNICATIONS

STUDENT BEHAVIORAL OBJECTIVES

Level III

At the conclusion of this level, the student should be able to

1. Compose and type letters of request for specific information; i.e., making reservations, providing routine information, confirming an order.

2. Compose and type letters of response to requests for assistance, appointments, product or service information, etc.

3. Compose and type telegraph messages, indicating the appropriate service, to meet a series of situations requiring discretion as to type of service.

4. Prepare a written report, based upon prescribed details, that might be typical of a business office:
   - minutes of a meeting
   - conference report
   - report requiring library research

5. Prepare a typewritten report, based upon facts supplied by the instructor, ready for reproduction on the spirit or stencil duplicator.

COMMUNICATIONS

OUTLINE OF CONTENT

Level III

Content	Teaching Suggestions
I. Originating Written Communication	
A. Business letters	Based upon the types of personal and business letters treated in Level I, design projects requiring letter communication. Provide review of the essentials of effective letter writing. Require the use of general office references for appropriate content and forms.
1. Determine reason for letter	
2. Obtain facts needed for reply	
3. Present situation in logical, clear order	
4. Use courteous tone, correct English, and typing form	
5. Prepare typed letter and envelope	Letter should be typewritten with all essential details.
6. Obtain signature	Provide some opportunity for students to write some of the personal correspondence suggested in Level I.
7. Fold, insert, and stamp	
8. File copy	
B. Interoffice memorandums	Through case problems, require students to initiate interoffice memorandums.
C. Telegrams	Emphasize the need to confirm some telegraph messages. Stress importance of office copy.
1. Choose type of service	Develop case situations requiring students to select the type of service, write the message, and determine the need for any special service.
2. Prepare message to comply with service selected	Provide some experience in determining approximate word count.
3. Select method of dispatch	Inform students that telegrams will be telephoned to the addressee, unless the sender specifies delivery of a written copy to the addressee. There is an additional charge for this.
a. Telegraph office	
b. Telephone	
c. Desk-Fax	

Content	Teaching Suggestions

d. Teleprinter
e. Telex

4. Special services
   a. Special handling
      (1) Personal delivery
      (2) Messenger
      (3) Telephone
   b. Sending money

D. Reports and financial statements
   1. Secure the data
   2. Check format to be used
   3. Prepare rough draft copy
   4. Edit figures, content, format
   5. Prepare final copy(s)
   6. Distribute the completed report

This project should require the origination and duplication of a business report.

Refer to typewriting text for details on preparation of a report.

E. Copy for duplication
   1. Prepare dummy copy
   2. Ascertain method of duplication
   3. Obtain proper supplies
   4. Type
   5. Proofread
   6. Run off copies and distribute

II. Communication Among Dispersed Locations
   A. Private wire systems
   B. Data-Phone
   C. Speedata

Obtain literature on these various services from local telephone and telegraph offices.

Content	Teaching Suggestions
D. Radio-telephone E. Electrowriter F. Intrafax G. Closed-circuit television	
III. Evaluation at the Proficiency Level	Based upon details supplied by the teacher, require the student to compose and type a business letter to satisfy each of the following situations: . in reply to a request for specific information . making a reservation . setting up an appointment . in reply to a request for routine information Through a series of five or more case problems, evaluate the student's ability to compose and type a telegraph message appropriate to the situation, indicating the telegraph service to be utilized. Based upon facts supplied by the teacher, evaluate the student's ability to abstract information and prepare typewritten report ready for office duplication.

SECRETARIAL PRACTICE SYLLABUS

HUMAN RELATIONS

INTRODUCTION TO HUMAN RELATIONS

This instructional module is designed to focus attention on many of the elements that affect the working relationships of people on the job. Because interpersonal relations are subtle and are affected by a variety of human drives and motives, some attention should be given at the outset to a review of basic or physiological human drives and to secondary or acquired drives that are learned and culturally acquired.

Many of the frictions generated in a working situation result from a breakdown of common business and personal etiquette. Many problems in human relations also could be lessened if there were fewer working pressures and tensions.

As a result of her study of this unit, the student should develop a spirit of cooperation with and respect for others with whom she must work. She should gain insights into what are appropriate standards of behavior, speech, dress, and job attitudes.

It will be difficult to assess objectively student improvement in many of the personal characteristics covered in this instructional module. It is important, however, that the teacher try to develop student awareness of the vital need for a harmonious working environment and how each employee can contribute to or detract from the office "climate."

Employee orientation, praise, competition, recognition, good communication, and supervisory leadership are strong elements in good human relationships. Good work can result merely because a supervisor supplies incentives to his subordinates, thereby satisfying something within them that motivates their effort.

Rating forms, role playing, incident case studies, group discussion, and other media should be combined to stimulate not only student interest in this unit of instruction, but the conscious desire for self-improvement.

Some teachers may prefer to integrate the content of this module and approach the various topics functionally, as opportunities present themselves. Because the content of this module is believed to be so significant with respect to job success, the topics cannot be approached on a hit-or-miss basis. Rather, activities must be planned that will provide students this opportunity to face and deal with interpersonal relationships as they might be encountered on the job.

The office simulation segment of secretarial practice is an ideal setting in which to infuse typical problems and for students to demonstrate their ability to work harmoniously with supervisors and peers.

HUMAN RELATIONS

STUDENT BEHAVIORAL OBJECTIVES

Level I

At the conclusion of this level, the student should be able to

1. Identify and describe the hierarchy of employee needs from the most fundamental to the most sophisticated (physiological needs, safety needs, social needs, esteem needs, self-realization needs).

2. Identify a variety of factors that influence people in their short- and long-range goals.

3. Identify positive and negative attitudes exhibited by employees toward
   - their peers (on the job)
   - their superiors (on the job)
   - the job itself

4. List 25 positive attitudes of employees that contribute to harmonious working relationships.

HUMAN RELATIONS

OUTLINE OF CONTENT

Level I

Content	Teaching Suggestions
I. Personal Interactions	
A. Basic human motivation 1. Physiological needs 2. Security and protection from physical harm 3. Love and belongingness 4. Self-esteem and admiration of others 5. Attainment of desired goals	Discuss the relationships of the following personal desires to the basic human motivations in the opposite column: . desire to be attractive . desire for public approval . desire for influence (power) . desire for success . desire for self-satisfaction
B. Individual differences 1. Environmental influences 2. Educational background 3. Interests and values 4. Likes and dislikes 5. Initiative, ambition, and self-discipline	Discuss the possible influence of one's educational background upon promotability and upon business and social interests. Stress the influence of home environment, the environment of the organization in which you work, and "the company that you keep" upon attitudes, interests, appearance, decorum, speech, etc.
II. Group Relationships	
A. Attitudes toward peers 1. Cooperation and sharing the load 2. Rapport and team spirit 3. Pleasant attitude and good humor 4. Sensitivity and empathy	Emphasize the importance of employee attitudes on the tone and working efficiency of the office. Through case studies, illustrate situations where employees might achieve a much more harmonious and efficient work force by helping one another.

Content	Teaching Suggestions
B. Attitudes toward superiors 1. Ability to accept criticism and admit error 2. Cooperation and respect 3. Acceptance of supervision and discipline 4. Loyalty to the company and fellow employees	Use role playing to test student reaction to office "incidents" requiring supervisor-employee loyalty, cooperation, respect, acceptance of criticism, etc. Cite illustrations of the desirability of office "control." Discuss situations that require office "discipline."
C. Job attitudes 1. Pride in one's productivity and workmanship 2. Awareness of performance standards and accountability 3. Acceptance of company regulations 4. Sensitivity to waste of time and supplies	Discuss positive attitudes prevalent in an efficient, happy, business organization as opposed to the effect of negative attitudes. Cite illustrations of employees who must be constantly prodded in their job performance. Discuss techniques for encouraging employee creativity and job initiative.

HUMAN RELATIONS

STUDENT BEHAVIORAL OBJECTIVES

Level II

At the conclusion of this level, the student should be able to

1. Identify at least 10 factors that contribute to the personal appearance of an individual.
2. List at least 10 personality characteristics that are conducive to harmony and efficiency in a business organization.
3. Describe several examples of acceptable and unacceptable etiquette of employees in dealings with
   - working peers
   - superiors
   - office callers
   - telephone callers
4. Prepare a list of responsibilities or requisite actions of beginning employees if they are to gain the respect of their employer.
5. Develop a short paper that expresses understanding of the effect of the appearance of an office upon employee attitudes toward their job, job performance, and employer.
6. From a series of case problems involving office problems in human relations, identify the solution that might be most acceptable in the situation cited.

HUMAN RELATIONS

OUTLINE OF CONTENT

Level II

Content	Teaching Suggestions
I. Personal Appearance and Grooming	
A. Apparel 1. Style 2. Appropriateness 3. Cleanliness	Discuss the effect of good grooming on the individual in terms of · personal pride · effect upon others · effect upon the office "environment"
B. Personal grooming	Invite outside consultants to discuss various aspects of personal grooming, posture, dress, etc. Use self-checklists to encourage personal assessment.
C. Body hygiene	
D. Posture and poise	
E. General health	
II. Personality Development	
A. Need for well-rounded personality	Emphasize the values of positive personality traits. People with favorable personality characteristics are more likely to affect other persons favorably, influence their actions, and win their support.
B. Manner - positive vs. negative 1. Friendly/unfriendly 2. Appreciative/unappreciative 3. Courteous/discourteous 4. Patient/impatient 5. Cheerful/dour 6. Warm/cold 7. Thoughtful/unthoughtful 8. Sincere/insincere 9. Confident/unconfident 10. Respectful/disrespectful	Discuss evidences of these personality characteristics and steps that might be taken to overcome poor personality traits. Use case problems to illustrate tact, social adeptness, resourcefulness, responsibility, loyalty, honesty, and other positive personality traits.

Content	Teaching Suggestions
C. Rewards of good personality 1. Earning power 2. Advancement 3. Ability to adjust quickly and smoothly 4. Self-satisfaction	
III. Office Behavior and Etiquette	
A. With peers	Contrast acceptable etiquette in contacts with peers and with one's superiors.
B. With superiors	
C. With office callers	Emphasize the role of the "gracious host" in contacts with office visitors.
D. With telephone callers	Discuss the positive personality and telephone etiquette.
IV. The Beginning Employee	
A. Becomes familiar with demands of the position and her responsibilities	Discuss the role of the business office in breaking in a new employee. What steps should be taken by her peers and her supervisor to pave the way for her success on the job?
B. Meets demands promptly, willingly, and satisfactorily	
C. Adjusts to unexpected demands	Discuss the responsibility of the new employee for learning proper procedures, office relationships with others, etc.
D. Benefits from suggestions and criticisms; makes mistakes only once	
E. Tries to understand the relationship of her job to the total organization	
F. Cooperates with supervisory personnel	
G. Follows protocol in seeking answers to questions	

Content	Teaching Suggestions
V. Office Appearance	
A. Physical layout	Discuss the effect of an attractive office on employee attitudes and upon the office visitor.
B. Decor	
C. Organization of equipment and supplies	Discuss the responsibility of employees for office appearance. Discuss the statement "Each person in a business organization contributes to or gains from the business environment."
D. Housekeeping	
VI. Relationships With Service Employees	
A. Recognition of their role	Discuss the human relationships that should exist among office employees and service employees. Point out the various responsibilities of service workers and the duty of workers to take care of many of their own demands.
B. Reasonable demands	
C. Appreciation for services rendered	
VII. Office Problems	
A. Office management 1. Tardiness 2. Absenteeism 3. Carelessness 4. Lack of cooperation	The list of office problems in the content are only suggestive. Through case studies, give students an opportunity to react to various problems that might occur in a business office.
B. Emotional control 1. Inconsiderateness 2. Impatience 3. Inflexibility 4. Selfishness 5. Intolerance	

Content	Teaching Suggestions
C. Variations in interpretation 1. Lack of initiative 2. Disloyalty 3. Dishonesty 4. Untrustworthiness	

HUMAN RELATIONS

STUDENT BEHAVIORAL OBJECTIVES

Level III

At the conclusion of this level, the student should be able to

1. Use role playing, the simulated office, or directed work experience to learn the various responsibilities of the office supervisor, opportunities for supervision, and problems of supervising other office personnel. The student should show a basic understanding of human relations in any work environment and of how certain problems can best be handled.

2. List specific qualities of the effective supervisor in dealing with his employees.

3. Demonstrate, as an assistant to the teacher, supervisory capacity with respect to
   - control of classroom library resources
   - classroom supplies and equipment repair records
   - orienting new pupils to classroom procedures and equipment

4. Choose a major supervisory responsibility and prepare an informed statement of the opportunities, responsibilities, and problems of supervision involved.

5. Demonstrate a basic understanding of human relations in the business office through a series of case problems requiring judgment as to the most effective means of handling supervisory problems.

HUMAN RELATIONS

OUTLINE OF CONTENT

Level III

Content	Teaching Suggestions
I. Responsibilities of Supervision	
A. Instructing new employees	At this level, students should be introduced to various problems encountered by supervisory personnel in working with their employees.
B. Establishing work assignments 1. Division of work 2. Promotion of team effort 3. Development of particular skills and abilities 4. Involving employees in goal setting and work planning	Discuss techniques of arriving at equitable work distribution. Discuss how the "team effort" is achieved. Discuss the wisdom of involving subordinates in goal setting and work planning.
C. Maintaining work standards 1. Production 2. Quality 3. Conformity with office policies	Use case studies to give students the opportunity to react to various means of handling supervisory responsibilities in a business office.
D. Assisting with personal problems 1. Obtaining suitable housing 2. Obtaining parking site for car 3. Guidance problems (upon request)	Discuss the implications of the statement "the happy worker is also happy in his home environment."

Content	Teaching Suggestions
E. Recognizing superior job performance 1. Praise 2. Recommending for salary increase 3. Recommending for promotion	
F. Maintaining a comfortable, pleasant office environment 1. Personal relationships 2. Physical environment	Cite problems relating to personal irritations that must be tactfully handled by supervisory personnel. Discuss problems relating to the physical conditions of an office that frequently cause disruptions.
G. Assisting employees with grievances and annoyances	Introduce a variety of petty annoyances that may affect job performance if not corrected.
H. Seeking to provide job satisfaction through 1. Adjustment of job assignments 2. Greater or less responsibility	A basic need of all individuals is for job satisfaction. Employees want to feel that what they do is important and that they make a definite contribution to the office or company. Emphasize the importance of trying to provide job satisfaction for employees.
I. Anticipating equipment and supply needs 1. Selection 2. Purchase or purchase recommendation 3. Usage 4. Records 5. Inventory	Stress the need for good office records that will support the need for periodic replacement of equipment. Illustrate some of the types of equipment records that may be used by an office supervisor. Discuss the role of the supervisor in the selection, purchase, and inventory of suitable office supplies.

Content	Teaching Suggestions
J. Maintaining office organization 1. Office "tone" a. Dress b. Conduct 2. Vacation schedule 3. Work schedules a. Hours of employment b. Time off c. Coffee breaks 4. Union negotiation 5. Management relations	Stress the significance of employee dress in setting a desirable office "tone." Through case problems discuss ways for handling problems relating to dress and conduct.
K. Providing staff leadership	Contrast autocratic, democratic, and laissez-faire types of supervisory leadership.
II. Opportunities for Supervision	
A. Communication 1. Proofreading of output 2. Analysis of procedure a. Dictation b. Transcription c. Mailing, filing, duplicating, printing, etc. 3. Cost analysis 4. Evaluation of new procedures	Discuss the role of the office manager or supervisor for suggesting implementing improved office procedures.

Content	Teaching Suggestions
B. Supplies 1. Inventory maintenance 2. Purchase procedure a. Source b. Service c. Testing and materials evaluation 3. Distribution for use 4. Check-up on usage rate	
III. Desirable Supervisor Characteristics	
A. Understanding of human behavior B. Awareness of employee motivations 1. Job security 2. Opportunity for advancement 3. Feeling of dignity and responsibility C. Acceptance of responsibility D. Emotional stability E. Empathy F. Ability to motivate and encourage new ideas G. Loyalty to superiors and to the company	Through role playing, assess student capacity for supervision. Point out that some very effective employees do not possess supervisory capacity or the desire for "leadership."
IV. Undesirable Supervisory Practices	
A. Failure to keep promises or to follow through B. Playing favorites	Use case studies to judge student reaction to various supervisory practices that are likely to cause friction among subordinates.

Content	Teaching Suggestions
C. Poor communication with subordinates D. Contradictory or inadequate instruction E. Vacillation and inconsistency F. Permissiveness G. Inability to command respect H. Tendency to create tension	Stress the importance of not only keeping employees well informed of activities in the company that might affect their jobs but also of the reason why certain steps may be needed.
V. Hiring New Employees A. The application form B. Application letters C. The interviewer checks 1. Training and competencies 2. Appearance and grooming 3. Attitudes and personality	Use this topic to familiarize students with the facets of applying for a job. Approach the topic from the point of view of the employer--what he is looking for in a new employee in terms of capabilities, attitudes, appearance, apparent capacity to work harmoniously with others, etc.
VI. Developing Human Resources A. Growth on the job 1. Company educational programs 2. Self-improvement B. Company designed career ladders C. Promotional methods	Discuss company programs to develop the competencies of their personnel and the effect of these programs upon job satisfaction and self-esteem. Discuss company policies relating to promotion--(from within, from without) and the effect of these policies upon employee attitudes toward superiors and one another.
VII. Employee Evaluation A. Self-evaluation B. Employee rating practices and devices	Illustrate several evaluation devices used in employee self-evaluation and for company evaluation of workers. The simulated office will provide excellent opportunities for the teacher to judge the ability of students to work harmoniously and to put into practice many of the points discussed in this instructional module.

Content	Teaching Suggestions
VIII. Evaluation at Acquaintanceship Level	Typically, students will not be expected to enter a business office from high school at the supervisory level. This level of instruction, although dealing with many facets of supervision, should be expected only to stimulate student aspirations toward supervisory positions. Use a series of case problems (approximately 25) to assess the student's understanding of various supervisory responsibilities and how certain office problems might be handled best by a supervisor.

SECRETARIAL PRACTICE SYLLABUS

STENOGRAPHIC SKILL DEVELOPMENT

STENOGRAPHIC SKILL DEVELOPMENT

The primary objective of the stenographic module is to prepare students for initial employment as stenographers and secretaries. Therefore, superior skills in taking dictation and subsequent transcription are the goals of every student who aspires to be a competent stenographer or secretary. These skills include typewriting, shorthand, spelling, punctuation, word usage, proofreading, editing, and other competencies. Business letters, reports, and other documents must reflect the highest mailability standards.

The student proceeds from the simple to the complex in developing stenographic skills. That is, from Level I (beginning) to Level III (upper); from transcription of dictation of moderate complexity through new material of more complex content, to office style dictation, including transcribing from notes that are "cold."

The emphasis of the stenographic module should be on mailability and production rates of output, thus making it possible for students to produce mailable transcript at Beginning Level I. The student must learn to read her notes efficiently, to handle papers with a minimum loss of time and motion, to solve problems in punctuation and grammar, to proofread effectively, and to correct mistakes in such a way that the transcript meets mailability standards and is a source of pride both to the student and to the teacher.

For the refinement of the transcription aspect of stenographic training, the teacher should give the student material to improve and refine word usage, spelling and grammar. This may consist of dictation at the typewriter of sentences, words, short paragraphs, and letters that center around the problems of punctuation, numbers expressions, etc. Frequently, students should spell and define homonyms that are written with the same shorthand outline.

Chalkboard previewing should be extensive and should include not only shorthand theory but anything that the student may find difficult in transcribing from her notes.

Practice in the important duties of taking dictation and properly transcribing notes should be provided in class on a regular basis. It is suggested that at least two days per week be provided for extensive dictation. An excellent method of providing this practice is to begin the class by dictating material at the beginning of the period. The material should be varied and should include transcripts other than letters and memorandums, such as agenda of meetings, rough drafts, minutes, news releases, speeches, telegrams, etc. The material may then be transcribed either during the class period or as a homework assignment. Students who are not achieving the standards of the various levels hould be assigned remedial work either during the class or for homework.

Beginning at Level II, students should have the opportunity to select appropriate salutations for religious leaders and public officials, learn how to address letters going to foreign countries, how to handle confidential correspondence, and to transcribe multipage and multicopy correspondence. As far as is practical, students should be exposed to legal, medical, and other specialized dictation, particularly at Level III.

the student learn to read shorthand for meaning and to proofread the finished copy before removing it from the typewriter.

Today shorthand laboratories are highly regarded as an instructional tool because of the individualized instruction made possible by the listening stations. This laboratory need not be expensive, as many companies today sell inexpensive but effective tape machines and cassettes.

The dictation laboratory may be used for remedial work or for building dictation rates more rapidly than students might otherwise achieve. Equally important, the dictation laboratory enables the student to take dictation at a rate that is right for the student; and it frees the teacher to work with individual students needing assistance. However, it should not be used day after day throughout the entire class period. The equipment is most profitably used when it offers variety and change of pace. Students need previews and post-views of the material they are recording in the shorthand laboratory.

The *Secretarial Practice* teacher should develop a resource file, paying particular attention to finding letters and other correspondence which emphasize punctuation and English mechanics. Many local companies or businesses will provide "live" dictation material as well as outdated letterhead stationery upon request. If practicable, the specialized vocabulary of local business and industry should be obtained and included in office style dictation.

The emphasis of the stenographic skill development module within the *Secretarial Practice* course is on mailability and production rates of letters and other office documents and correspondence, rather than on straight shorthand speed. Therefore, it is planned that dictation be given in "sets." This procedure is described in the Behavioral Objectives for each level.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

STENOGRAPHIC SKILL DEVELOPMENT

STUDENT BEHAVIORAL OBJECTIVES

Level I (Beginning)

This level is designed to assess the skills of the potential stenographer or secretary. Whether a student remains at this level or proceeds to Level I (upper) will depend upon the shorthand transcription skill that has been developed as a result of previous instruction.

At the completion of this level, the student should be able to

1. Transcribe two sets of letters. Each completed set will contain the transcript of two out of three dictated letters, of approximately 120 words each; with no more than two correctable errors; 1 1/2 minutes of dictation per letter; syllabic intensity of dictation approximately 1.40; dictation attainment level 80 words per minute; transcription rate 15 words per minute.

2. Given 20, 50-space lines of straight copy which contain problems in punctuation, word division, grammar, numbers, and capitalization, retype the copy in 15 minutes, making all necessary corrections. The resulting copy should contain no more than two correctable errors. The teacher may detect and point out these errors, which are to be satisfactorily corrected by the student.

3. Obtain a grade of 90 percent accuracy on a list of 50 shorthand outlines dictated at the rate of one every 5 seconds.

STENOGRAPHIC SKILL DEVELOPMENT

OUTLINE OF CONTENT

Level I (Beginning)

Content	Teaching Suggestions
I. General Review	
A. Typewriting techniques	Pretest (3-minute timed writings suggested) to determine the competency of the students in using the typewriter as a writing tool. Each student should be able to operate the keyboard with skillful, even touch, correct fingering, and with dexterity.
1. Machine parts, differences	Review use of various machine parts. This may cover use of typewriters with different margin sets, ribbon insertions, as well as the difference in pitch (spacing) of pica and elite typewriters.
2. Various typewriters and type styles	As the student progresses to the various levels, the student should be required to use various typewriters and type styles, including, if available, a proportional spacing typewriter. Remediation may be necessary in order to bring the individual student to an acceptable and workable typing speed.
3. Proofreading	Have students proofread their work without removing their papers from the machine. Have them circle any errors and then record the number of errors in the upper righthand corner of their paper along with their GWAM. The practice of timed writings should be an integral part of the regular routine at this level.
4. Erasing and correcting errors	Review with students the techniques for erasing and correcting errors. It is suggested that students be knowledgeable in using the correct erasing supplies that will be essential in this stenographic module.

Content	Teaching Suggestions
B. Shorthand brushup 1. Proper proportion of shorthand outlines	On the chalkboard, the teacher may choose to begin by illustrating shorthand outlines which may have more than one meaning because of incorrect or poor proportion. Illustrate also how an outline or phrase may have more than one meaning unless the word following is known. (Example: what are, what our; the order from, the order form; by the, between; what are, what will).
2. Reading in "thought" phrases	Describe what is called "reading in thought phrases," which means reading just far enough ahead to get the thought of what is being transcribed. Guide the class in reading thought units in unison; then have students transcribe before reading the next thought unit.
3. Transcription speed acceleration	Have students set their typewriters for single spacing. At the "begin" signal, dictate outlines which have been placed on the chalkboard previously or which may be taken from the shorthand text. Have students transcribe the first outline as many times as possible until the next outline is dictated. Then return the carriage rapidly and begin transcribing the next outline as was done with the first.
4. Shorthand vocabulary reinforcement	From the chalkboard (or text plate) have students transcribe outlines on shorthand vocabulary.
5. Punctuation, grammar, word differentiation, capitalization, numbers	Drill continuously on these areas. Use one or more secretarial handbooks to review the basic rules of punctuation, grammar, word differentiation, capitalization, numbers, etc. Prepare drill sheets for class use. Sentences and paragraphs may be dictated to the students at the typewriter. There should be frequent shorthand theory "refreshers" relating to the dictation to improve fluency in writing correct shorthand outlines. Students should likewise have problems to solve that will require use of proper techniques and appropriate knowledges for a given transcription situation.

Content	Teaching Suggestions
6. Proofreading	Proofreading skill is fundamental. Students should be conditioned to proofread for thought while the transcript is still in the typewriter. Corrections can then be made most easily and save time and energy. A plan for proofreading should include the following: a. Attractive placement. Proper placement, neat corrections, clear print. b. Accurate transcript. Dictation accurately transcribed, all data checked for accuracy, directions followed. c. Technical correctness. Spelling, grammar, word division, figures, punctuation, and capitalization are checked out in a good secretarial text or handbook.
C. Letter placement, production	Students should indicate knowledge of what constitutes an attractive transcript. Bulletin board displays of models or examples of the desired end product are most helpful. For letter transcription, it is perhaps desirable to begin with a letter style that is most commonly used in business firms. The modified block is suggested, as this form has numerous variations. Using "eye" judgment for placement of material on a page is desirable and should be encouraged.
D. Desk organization	The student must have an efficient work station if she is to do her work quickly and smoothly. Therefore, the teacher should suggest organization and arrangement of supplies and work area. Reference may be made to one or two secretarial handbooks. Encourage students to use a secretarial practice textbook or handbook to guide them in developing the transcription skill.

Content	Teaching Suggestions
E. Evaluation	The emphasis at Level I (Beginning) is on the review of correct transcription techniques which are essential for the mailability and production of business correspondence. As soon as the student meets the following criteria, promotion should be made to Level I (upper). Mailability: 2 correctable errors. At this stage, the teacher may detect and point out the correctable errors which are then to be satisfactorily corrected by the student. Production: Transcribe two sets of letters at Level I (Beginning) of approximately 120 words each, with approximately 1 1/2 minutes of dictation per letter. Syllabus intensity: 140. Dictation attainment level: 80 wpm. Transcription rate: 15 wpm. In addition to the above, the student must complete satisfactorily the Student Behavioral Objectives 2. and 3., as indicated on page A-4.

STENOGRAPHIC SKILL DEVELOPMENT

STUDENT BEHAVIORAL OBJECTIVES

Level I (Upper)

At the completion of this level, the student should be able to

1. Transcribe two sets of letters at Level I (upper). Each completed set will contain the transcript of three out of four dictated letters of approximately 135 words each, with no more than one correctable error*; syllabic intensity of dictation approximately 1.45; dictation attainment level 90 words per minute; transcription rate 20 words per minute.

2. Prepare a carbon copy and an envelope for one of the three letters transcribed in each set.

3. Given 20, 50-space lines of straight copy which contains problems in English grammar and form, word differentiation, and other English mechanics, retype the copy in 10 minutes, making all necessary corrections. The finished copy should contain no more than one correctable error.

4. Obtain a grade of at least 90 percent accuracy on a list of 50 shorthand theory outlines dictated at the rate of one every 5 seconds.

*The teacher simply mentions that a correctable error exists. The error should then be detected and corrected by the student within a limited amount of time.

Content	Teaching Suggestions
I. Review	
A. Carbon copy techniques	A carbon copy should be required of at least one letter of each set at this level of performance. Occasionally multiple copies should be required. Review the correct techniques involved in the use of carbon copies: a. Techniques for correct insertion into typewriter b. Techniques for erasing multiple copies c. Use of carbon packs d. Proper notation on carbon copies, such as, bcc
B. Letter mechanics 1. Letterhead types	Students should begin to place letters attractively on letterhead stationery. It is desirable to control the number of different letterhead "types" used at this stage. For those types introduced at this time, demonstrate the correct technique for placement of the date line.
2. Letter styles	Using secretarial textbooks, handbooks, bulletin board displays, and an overhead projector, review with students the principal letter styles and methods of preparing letters for mailing.
3. Envelope size and address placement	Review envelope size and address placement. Students should be cautioned on different sizes of envelopes. The two most commonly used sizes are No. 6 3/4 and No. 10. The smaller size may be used for letters of one page; the larger size for letters of more than one page or for letters with enclosures. Stress that information in the envelope address should be identical to that in the inside address. The placement of the address is determined by the size of the envelope, number of lines, in the address, and length of longest line.

Content	Teaching Suggestions
4. Preparing letters for mailing	Review new postal regulations dealing with state abbreviations and zip codes to facilitate automated handling of mail.
5. Folding and inserting mail	Students should be instructed on arranging the completed transcript and carbon copies for the employer's signature. Demonstrate correct techniques for folding and inserting mail in large and small envelopes.
6. Special notations	Use standard secretarial handbook for basis of discussion of rules and format for indicating notations, such as airmail, special delivery, personal, hold for arrival, etc., on letters and envelopes.
C. Communication development	Dictation material should include increasingly more difficult sentence structure, providing students with the opportunity to use their knowledge of the rules of grammar, syllabication, etc. Students should be required to determine for themselves the paragraphing and punctuation of all dictated matter. The spelling of certain technical words should be placed on the chalkboard, both in shorthand outline and in English. It should be stressed that the chalkboard (or the overhead projector) can be the instructor's most effective device for improving students' writing of shorthand outlines, for review of correct word usage, and for drills on theory. Continue to stress proofreading techniques and the use of a dictionary, a word divider, and a style manual. Homework activity sheets which contain problems of word differentiation, punctuation, and spelling will keep the student in the habit of reviewing and applying basic rules.

Content	Teaching Suggestions
D. Evaluation	As soon as the student attains the standards prescribed in the behavioral objectives for this level, promotion should be made to Level II: Mailability: One correctable error. The teacher may mention that the error exists. The error is then detected and corrected by the student within a given amount of time. Production: Complete two sets of letters, of approximately 135 words each. Prepare a carbon copy and an envelope for one of the three letters. Syllabic intensity: 1.45. Dictation attainment level: 90 words per minute. Transcription rate: 20 words per minute. Given 20 50-space lines of straight copy containing problems in grammar and other English mechanics, retype the copy in 10 minutes, with no more than one correctable error. Obtain a grade of 90 percent accuracy or better on a list of 50 shorthand theory outlines dictated at the rate of one every 5 seconds.

STENOGRAPHIC SKILL DEVELOPMENT

STUDENT BEHAVIORAL OBJECTIVES

Level II

At the completion of this level, the student should be able to

1. Transcribe two sets of letters. Each completed set will contain the transcript of three out of four dictated letters of approximately 150 words each, with no errors; the syllabic intensity of dictation should be approximately 1.45 - 1.55; dictation attainment level 100 words per minute; transcription rate 25 words per minute. A carbon copy and an envelope should be required of all letters.

2. Transcribe two sets of office-style (untimed) dictation. Each completed set will contain two out of three jobs (letters and memos). A carbon copy should be required (as well as an envelope) for each of the jobs.

3. Given 25, 50-space lines of straight copy which contains problems in English grammar and other English mechanics, retype the copy in 10 minutes, making all necessary corrections. The finished copy should contain no errors.

STENOGRAPHIC SKILL DEVELOPMENT

OUTLINE OF CONTENT

Level II

Content	Teaching Suggestions
I. Business Correspondence and Communications	
A. Transcribing letters of average to long, with more complex sentences, punctuation and vocabulary	Beginning at Level II, students should have the opportunity to learn to judge the length of a letter from the amount of notes in their stenographer's notebook. It might be desirable to prepare for student use a Letter Placement Chart to which they may refer until they become familiar with the space that is consumed by letters of various lengths and characteristics. Continue stress on proofreading as an integral and on-going requisite of accurate transcription. Shorthand is read for meaning and the finished copy is proofread before it is removed from the typewriter. At this level, letters should be corrected mailable copy. This standard requires that the student has made neat erasures and that letters and memoranda are free of error as to form and content. Homework activity sheets should contain proofreading problems in letter and memorandum form. For attractive letter arrangement, students should be familiar with the following: placement of subject line, attention line, listed material, quotations. It is suggested that dictated material include these items.

Content	Teaching Suggestions
B. Transcription of memoranda	Review memoranda setup as an important means of internal company communication. Dictation at this level includes memoranda and other internal communication.
C. Office style dictation	It is at this level that office style dictation is introduced. Explain "office style" dictation by indicating that sometimes a dictator will desire to rephrase some sentence or paragraph already dictated. At other times he may wish to insert an additional word, sentence or paragraph after he has completed dictating a letter or memo. Or, he may decide to delete certain words, phrases, or sentences. The teacher suggests a method for indicating changes in the dictation (example: the cross-out method). Students must learn to judge length of the transcript from office style dictation.
D. Developing transcription skill as a new and vital requisite	At this level, the goal is centered not only on mailability and production rates, but on continuing to read outlines rapidly, stressing shorthand outlines of good quality, intensive pretesting on specialized and more complex vocabulary as well as the development of transcription as a new and vital skill. Proofreading of all material should be automatic at this level, as proofreading habits have been introduced and reinforced on a regular and continuing basis. Students should be given frequent opportunity to proofread one another's work to stimulate interest in detecting errors.
E. Evaluation	Competency at this level suggests that the student has satisfied all of the behavioral objectives, as indicated on page A-13.

STENOGRAPHIC SKILL DEVELOPMENT

STUDENT BEHAVIORAL OBJECTIVES

Level III

At the completion of this level, the student should be able to

1. Transcribe two sets of letters dictated at 120 words per minute. Each completed set will contain transcripts of (all) four dictated letters, each of approximately 160-200 words length, error free as to content, form, and technical correctness. The syllabic intensity of the dictation should be approximately 1.55-1.60, and the transcription rate 30 words per minute. At least one carbon copy and an envelope will be required for each letter.

   Each letter may contain any of the following: an attention line, a subject line, a postscript, a tabulated insert, multiple enclosures, a blind carbon, two pages, or any special notation or special form of address.

2. Transcribe two sets of office style (untimed) dictation, each set containing four jobs of approximately 150-200 words each. These may include memoranda, statistical data, manuscript, legal documents, or other appropriate specialized material. The finished copy should contain no errors of content, form, or technical correctness. A carbon copy is required for all four jobs.

STENOGRAPHIC SKILL DEVELOPMENT

OUTLINE OF CONTENT

Level III

Content	Teaching Suggestions
I. General Review	Encourage independent practice as well as provide in-class 5-minute time allotments of practice dictation. Introduce Civil Service and special company tests for entry-level employment requirements. As far as is practicable, students may be exposed to legal, medical, and other specialized dictation. At this level, previewing should be involved only with specialized vocabulary. Individualized instruction in the shorthand laboratory should be regular and tailored to the special needs and/or strengths of the individual student.
II. Complex and More Specialized Forms of Dictation	Encourage the continued use of reference manuals and other handbooks to guide students in further developing and refining the transcription skill. At Level III, the student is introduced to dictation that will require superior skill, both in taking dictation and in subsequent transcription. All letters and other business documents should reflect the highest mailability standards. At this level, the student will be expected to transcribe all dictation that is given.

Content	Teaching Suggestions
A. Office style dictation	Office style dictation (which is always untimed) should contain material such as the following: Itineraries Multi-page reports and correspondence Minutes and agendas of meetings News releases Speeches Reports containing statistical data
B. Transcription from "cold" notes	On occasion students should be required to transcribe from cold notes within a prescribed time period.
C. Specialized dictation	Students may be given specialized dictation in the following areas: Legal, medical Copy with internal quotes Numbers and statistical typing Bibliography and footnotes Addressing religious, public, governmental officials Encourage students to use secretarial handbooks for references regarding correct form, salutations, complimentary closing, etc.
D. Correspondence with special notations (review)	Although some practice has been provided at all levels in the use of most special notations, there should be a periodic review with the aim of "rounding out" the student's special skills and knowledges.
1. Enclosures 2. Blind copies 3. Airmail 4. Special delivery 5. Personal 6. Postscripts 7. Attention line 8. Subject line 9. Signature lines	The secretarial textbook or other resource books provides the format and rationale for these special notations. These special notations should be integrated into the material prepared for class use, for homework activity sheets, and for dictation.

Content	Teaching Suggestions
III. Evaluation	Upon completion of this level, the student should be able to show the competencies specified in the Behavioral Objectives for this level on page A-16. A final examination may require the student to complete special local company tests for entry-level stenographic and secretarial positions.

SECRETARIAL PRACTICE SYLLABUS

RELATED SECRETARIAL PROCEDURES

INTRODUCTION

The secretary has increased responsibilities in the fast-moving world of the executive. She is not only faced with the smooth operation of the routine office duties but also must provide assistance to the employer in facilitating and lightening his work load. The secretary of the future may very well become an organizer and facilitater of the office rather than the skills - oriented individual who has been involved in the production of office work.

This change in emphasis requires an individual

a. to be cognizant of the resources available in the everyday working world

b. to be a well-informed individual

c. to be self-motivated to assume routine duties, to undertake obvious jobs

d. to initiate action in retrieving information, gathering data, organizing work loads

e. to be willing to grow professionally and to adjust to changing equipment and philosophies of the business world

f. to demonstrate leadership qualities and to win the respect of peers

g. to have the poise, self-assurance, and social graces to handle personalities and situations

h. to have loyalty to her employer and to be a responsible individual in the organization

This instructional module attempts to identify the related office duties usually performed by a secretary. It is important that students develop an awareness to the changing demands of a secretarial position and acquire the necessary tools and skills to handle office situations.

The teacher must provide a working classroom climate, use simulation projects, in-basket projects, case method, role playing, invite speakers to enrich this module.

RELATED SECRETARIAL PROCEDURES

STUDENT BEHAVIORAL OBJECTIVES

Level I

At the conclusion of this level, the student should be able to

1. Identify and describe five basic areas of related secretarial responsibilities.
2. Demonstrate positive work attitudes regarding secretarial duties by on-going classroom behavior and performance.
3. Show a knowledge of the basic considerations in the scheduling and cancelling of appointments through the use of case problems, role playing.
4. Set up a work calendar given ten details to be included in the setup.
5. List five secretarial responsibilities during an employer's absence from the office.

RELATED SECRETARIAL PROCEDURES

OUTLINE OF CONTENT

Level I

Content	Teaching Suggestions
I. Job-Related Duties of a Secretary A. Scheduling and cancelling of appointments B. Maintaining a calendar C. Maintaining the work schedule D. Arranging for travel E. Maintaining financial records	Discuss and identify the job-related duties of a secretary. These duties will then be thoroughly discussed as individual topics. Emphasize the importance of a secretary's initiative, use of good judgment, and dependability in performing job-related duties.
II. Scheduling of Appointments A. Employer's preferences B. Classifying callers (customers, subordinates, superiors, family, unidentified callers) C. Request for appointments (phone, person, mail) D. Confirmation of appointments E. Notation of appointments	Discuss the need and importance of efficient scheduling of the executive's time. Use case problems to develop decision-making on the part of a secretary in scheduling appointments. The secretary must learn to classify callers. Learning how to handle them is good public relations.
III. Cancelling of Appointments	Show the need and importance of business etiquette for communicating to all parties involved the cancellation of an appointment.
IV. Maintaining a Work Calendar A. Importance B. Items to be noted C. Checklist of recurring items D. Use of tickler card file	Discuss the need for a secretary to maintain a work calendar for herself and her employer. Both calendars should be synchronized. A secretary's calendar should also indicate matters which routinely must be handled by her.

Content	Teaching Suggestions
E. Calendar format 1. Daily appointment list 2. Monthly calendar 3. Desk calendar	Point out the details to be recorded on a work calendar: All appointments (person, time, place of meeting, data to be obtained Miscellaneous reminders (luncheon appointments) Reports, meetings Telephone calls to be made
F. Transmittal of work calendar to superiors	Indicate that a work calendar is sometimes required by supervisory personnel as a guide to the employee's work load, commitments, etc. Present sample copies of various forms which may be used in setting up a work calendar. Work on case problems presenting situations and appointments for the secretary to plan a work calendar. In-basket approach may be used.
V. Maintaining a Work Schedule	
A. Routine duties of the work day B. Individual preferences of the employer C. Handling interruptions D. Reminder of appointments, meetings, etc. E. Social responsibilities	Point out the valuable function the secretary can perform in organizing a smooth working schedule for her employer. It is important to know the employer's wishes and routine working habits. Discuss and list routine duties usually handled by a secretary for the efficient running of an office (desk organization, checking appointments, maintaining office supplies, arranging for meetings, handling miscellaneous office chores like coffee, birthdays, etc.)
VI. Duties While Employer is Away From Office	
A. Handling daily office routines (mail) B. Handling callers, telephone	Point out the secretary's responsibilities while employer is either away from desk or out of town. These responsibilities will vary depending on the employer's preferences and the size and type of organization.

Content	Teaching Suggestions
C. Knowledge of employer's schedule D. Performing secretarial work E. Handling backlog of work (filing, replenishing supplies)	Discuss case problems and situations involving employer's absences from the office. This may be an opportune situation to discuss work attitudes with the students. Invite a secretary to discuss her role in the office.
VII. Evaluation	
A. Job-related duties of a secretary B. Maintaining a work calendar	The evaluation of Level I should include the following: a. Prepare a 20-question fill-in or multiple-choice test related to the general discussion on secretarial responsibilities. 90% accuracy. Example: If 3 individuals come to see your employer (customer with an appointment, immediate supervisor, or friend) who should be received first. Give an example of a routine which many secretaries handle while the boss it out of town. b. Student prepares a one-week work calendar and appointment sheet for the employer. All details will be furnished to the student. If possible, use the transcriber or dictate the appointments and work schedule. The teacher may prefer to duplicate a specific format for use by the student.

STUDENT BEHAVIORAL OBJECTIVES

Level I

At the conclusion of this level, the student should be able to

1. Identify and list the preliminary steps in arranging an employer's business trip.
2. Use and interpret each of the following travel sources of information through the use of case problems:
   - ° airline/train/bus timetables
   - ° Official Airline Guide
   - ° Hotel and Motel Redbook
   - ° road maps
3. Describe how a travel agency may be used most effectively.
4. Choose and explain the advantages of the most efficient means of travel given five different situations involving air, rail, auto, etc.
5. Prepare three reservations given specific variations of situations which involve the use of phone, mail, or central reservation services.

RELATED SECRETARIAL PROCEDURES

OUTLINE OF CONTENT

Level II

Content	Teaching Suggestions
I. Making Travel Arrangements	
A. Gathering information B. Use of sources of information 1. Use of company travel department 2. Use of travel agencies 3. Airline/train/bus timetables 4. Official Airline Guide 5. Official Guide of the Railways 6. Automobile associations 7. Hotel/Motel Guidebooks and Redbook 8. Atlas and road maps	Emphasize the importance of travel in an executive's work schedule. Discuss the secretary's role in preparing travel plans. She must have a broad knowledge of travel agencies and facilities in order to make decisions and check arrangements. Discuss and list the preliminary information needed to arrange an employer's business trip: date/time of departure and arrival place(s) to visit method of travel accommodations tentative work schedule Discuss the advantages and disadvantages of the various sources of travel information and when each is preferably used. Discuss how and when a secretary can effectively use a travel agency (eg. foreign travel). Invite a speaker from a travel agency to discuss the available services. Have students understand and interpret timetables, road maps, guidebooks. Timetables may be obtained from the various transportation companies.

Content	Teaching Suggestions
II. Types of Travel Facilities	
A. Air travel 1. Classes of service (first-class, economy) 2. Flight information 3. Airline reservations 4. Air shuttle flights 5. Helicopter service	Discuss and compare the advantages and disadvantages of the various types of travel facilities, time factor, employer's preferences, etc. Discuss method of making reservations for air, train, bus, etc., and pickup of tickets.
B. Train travel 1. Classes of service (coach and sleeper) 2. Special trains-Metroliner 3. Timetables, Official Guide of the Railway 4. Making reservations	Present case problems which involve the use and interpretation of airline/train/bus timetables.
C. Automobile travel 1. Use of automobile associations 2. Car rental services 3. Trip folders and road map service from oil companies	Discuss the advantages and disadvantages of car rental services and how to obtain this service.
D. Bus travel	
E. Ship	
F. Foreign travel 1. Passports, visas 2. Vaccinations, health requirements 3. Customs information 4. Miscellaneous	Discuss the increasing foreign travel done by individuals for personal and business reasons. Point out the increasing need of a secretary's knowledge in arranging for foreign travel regardless of whether a travel agency is involved. Explain how passports are obtained, when needed. Discuss customs procedures in re-entry to U.S. Point out travel guides, books, brochures issued by countries, airlines, publishers, etc. Refer to use of travel agency.

Content	Teaching Suggestions
	Obtain and compare advertisement of travel agencies, airlines, tour packages, etc.
III. Making Hotel/Motel Reservations	
A. Selection B. Procedure of request C. Confirmation	Discuss and outline steps in making reservations directly with hotel/motel by phone, letter, central reservation services of hotel/motel chains or through local units of motel chains. Point out that reservations should include: type of accommodations approximate rate number of persons date and approximate time of arrival/departure request for confirmation Remind students of time factor involved in traveling through time zones. Have available Hotel Redbook. Have students prepare a reservation letter(s).
IV. Evaluation	
A. Travel arrangements	Complete five case problems involving the use and interpretation of various sources of travel information: Examples: Using an airline's timetable list the best plane reservations leaving New York City for an 11 a.m. meeting in Albany. What are the morning departure times from New York City for the Washington, D.C. Metroliner?

Content	Teaching Suggestions
B. Travel facilities	Given three case problems, student must decide best means of transportation and why the choice was made. Example: The employer must arrive in New York City for a 9 a.m. meeting from Albany, which is approximately 150 miles away.
C. Hotel/motel reservations	Student lists three important prerequisities for anyone who must travel overseas. Complete three reservations involving the use of phone, mail, or central reservation office. Given details of the reservation, student must decide the best method of making the reservation and describe how the reservation should be completed. Where necessary, student should prepare a reservation letter.

RELATED SECRETARIAL PROCEDURES

STUDENT BEHAVIORAL OBJECTIVES

Level III

At the conclusion of this level, the student should be able to

1. Prepare complete expense reports including all necessary statements, vouchers, given two detailed case problems.

2. Complete a travel project which includes the planning, arranging, decision-making, and facilitating of a two-week business trip for the employer. This project must be a comprehensive activity involving all areas of the module. Time limit: completion of project within one week.

RELATED SECRETARIAL PROCEDURES

OUTLINE OF CONTENT

Level III

Content	Teaching Suggestions
I. Preparing an Itinerary A. Purpose B. Form C. Assembling data	Discuss and outline the necessary data to be included in an itinerary: date, time, place of departure(s)/arrival(s) transportation, accommodations all appointments, engagements, etc. Show various itinerary forms which can be used. Secretarial handbooks or texts may be used as sources of reference. Point out other accompanying information included with the itinerary--trip folder which includes necessary business papers, reports, transportation tickets, hotel/motel confirmations, travel funds. Prepare a project involving the preparation of an itinerary using many kinds of transportation and hotel-motel facilities in various cities for business meetings. Secretarial practice textbook or practice set may be utilized.
II. Maintaining Financial Records A. Kinds of funds 1. Petty cash fund 2. Travelers' checks	Discuss and list the various types of funds available to an executive for business and travel purposes.

Content	Teaching Suggestions
B. Possible use of each type of fund	Outline the specific advantages and disadvantages of each type of fund. If possible, sample copies of the various forms may prove helpful to the student in identifying each type.
III. Preparing Expense Reports	
A. Itemizing travel expenditures B. Company policies regarding expenses C. Formats of reports D. Income tax regulations	Discuss the need for preparing expense reports for the employer. Company procedures for reporting expenses vary from simply advancing funds to detailed receipts for reimbursement. Income tax regulations also affect the reporting of expenses for tax deductions. Outline kinds of expenditures which may be included in an expense report: plane/train fares, taxis, meals, hotel/motel accommodations, tips, business entertainment, etc. Discuss various expense report formats used in offices. Case problems may be submitted to the students for practical application in the preparation and completion of an expense report. Secretarial textbook or practice sets may be utilized.
IV. Evaluation	
A. Comprehensive project of the module, "Related Secretarial Office Procedures"	The evaluation of Level III should be a comprehensive project of the entire module. Time limit: one week. Submit to the student an in-basket project involving the complete planning and arranging of a two-week business trip for the employer. The project should involve decision-making on the part of the student in planning an efficient time-saving itinerary. The following points should be included in the project: 1. Detailed instructions of all times, dates, placed to be visited

Content	Teaching Suggestions
IV. Evaluation (cont'd)	2. Persons involved and purpose of each visit (firm, time, subject to be discussed, etc.) 3. Use of multi-methods of transportation (plane, car rental, train) 4. Accommodations at hotel/motel at various places with stay-overs, late arrivals 5. Writing of reservation letter(s) 6. Use of timetables 7. Typing of an itinerary 8. Preparation of a trip folder including confirmations expense account forms, reports or speeches, etc. 9. Obtaining travel funds and completing an expense report at end of trip The teacher may prefer to utilize the transcriber or cassette player to give the details of the trip to the students. Another possible technique would be for the teacher to discuss the trip and have the students take notes as a boss would do in the office.

SECRETARIAL PRACTICE SYLLABUS

OFFICE SIMULATION AND THE IN-BASKET TECHNIQUE

OFFICE SIMULATION

WHAT IS IT?

An office simulation duplicates the appearance and structure of a company in the real business world in order to provide practical opportunities for the learner to apply, refine, and add to his business aptitudes, knowledges, and skills.

The main objectives of office simulation are to

- develop an understanding of total workflow or cycles
- provide opportunities for decision-making
- create an atmosphere for effective employee interaction and human relations
- improve office skills through realistic application

Simulation is a curriculum technique, not a substitute work-experience program. Simulation may be used as a culminating unit of 6-10 weeks or it may be expanded to cover the entire school year. A teacher who is new to simulation might well begin with a smaller unit.

WHO SHOULD SIMULATE?

A business teacher who has the desire and ability to innovate, a tolerance for an unstructured situation, occupational experience, and a knowledge of basic office procedures is the ideal person to institute an office simulation. The teacher will also need the cooperation of the school administrators, guidance counselors, department colleagues, and other faculty members (depending on the simulation selected).

The student should have a genuine desire to enter the field of office occupations and the ability to adapt to an unstructured setting. She should have the necessary typewriting and shorthand skills.

WHAT BUSINESS MAY BE SIMULATED?

In selecting the business to be simulated, the nature of the work should incorporate

- opportunity for practical application of student skills
- tasks which appeal to high school students
- accessible resources and facilities
- a workflow proceeding from simple to complex
- a complete work cycle
- potential local employment opportunities

OTHER FACTORS

The teacher may wish to consider a business in which she has had personal experience.
A block of time will need to be scheduled for this special class.

The same simulation may be used for both the clerical and the secretarial groups, depending upon the level of typewriting and shorthand skills achieved by the students.

Students for the class may be recruited through counselors, business teachers, fliers, tours of the facilities, and slide presentations of the program.

CONTACTING THE BUSINESS

When contacting the business which is being considered for simulation

- Be prepared with clear explanations of what you desire, the processes to be involved, and the extent of company involvement.
- Discuss the matter with a person who has the authority to make decisions regarding his company's involvement.
- Emphasize your responsibility for instruction in office machines, typewriting, transcription, Business English, arithmetic, etc.
- Emphasize your concern for general training through simulation rather than specific training for positions in the cooperating company. (Positions which materialize will be fringe benefits!)
- Identify, if the company is diversified, the specific phases of company operation which incorporate a complete process.
- Determine the flow of work within the home office and between the home office and each branch office.
- Determine how many positions will be needed in the home and branch office simulation.
- Determine the forms that will be required and any desirable alterations or simplifications.
- Decide who can best reproduce the needed forms.

  Examples: Student - letter head, check deposit slip
  Teacher - postage register, payroll sheets, time cards, company checks and deposit slips, accounting forms, purchase orders, packing slips, invoices, statements, vouchers, banking forms, postal cards, incoming and outgoing mail registers, message forms
  Business - applications, questionnaires, rate books, procedures or operating manuals, flow charts, company policies
  Other - Internal Revenue forms, wage tables, bank forms, key punch cards, postal forms, zip code directory
- Break down any automated procedures into steps which can be adapted to the classroom situation.
- Arrange for a company resource person to aid the teacher during the school year.
- Explore the company's willingness to make their facilities available for a field trip or workday (later in the year.)

PROVIDING THE SIMULATION FACILITY

In developing the framework for a simulation, the teacher will need to

- Arrange a time allotment for the simulation class--a minimum of two consecutive 45-minute periods is recommended.

- Determine how many students will be enrolled.
- Establish the number of positions required to operate the model office.
- Determine how many weeks will be required to move *all* of the students through *all* of the stations in the model office--assuming a class of 20-25, one week at each desk should be scheduled.
- Plan a time schedule for the different areas of study, such as
  - student orientation
  - pre-testing
  - job application
  - initial rotation
  - activation of simulation
  - remedial instruction
  - workday
  - post-testing
  - Civil Service and other employment testing
  - special events such as field trips, films, and guest speakers
- Examine existing facilities, keeping in mind that areas are needed for the home office, branch offices, and duplicating or other work--organization must be flexible if the rooms will be used by other classes.
- Plan the communication system between the home office and each branch office, including, if possible, a telephone connection between each agent and the home office to supplement the necessary memos, letters, and telegrams--a master switch is desirable to disconnect the system during other classes.

METHODS OF INSTRUCTION

The extent of the teacher's organization will determine the method of instruction to be used. Some units may be duplicated; others may be taped, recorded for transcription machines, etc.

A combination of the following methods may also be used:

- Unstructured - This is the ultimate recommendation, as it challenges the student to an individual pursuit of knowledge about each unit. The student is given assignments to work on at his own speed but with specific deadlines for the completion of each assignment.
- Fixed Rotation - This pattern may be desirable for the pre-simulation unit. The student is assigned a specific time to do each unit.
- Battery - This plan may be used for guest speakers, general announcements, and other group activities.

Continuous learning activities must be conducted throughout the simulation. General training is initiated by the teacher, including remedial work based on charts prepared from pre-testing scores.

Enrichment units are also important. For example, students may "fly" to the home office. Assuming that branches are located all over the United States, itineraries may be developed involving the use of airline guides, Hotel & Motel Red Book, etc.; payment for transportation, hotel accommodations, meals, and gratuities; and other related activities.

Other units may include office-style dictation, data processing, clerical procedures, filing, Business English, proofreading, typing and shorthand skill development, directories, reference books, social letters, taxes,

basic knowledge of unions, consumer education topics, purchasing office supplies, and shorthand dictation correlated with home office activities.

Motivation plays an important part in conducting a successful office simulation. Even though a regular office position may become routine, the teacher should vary the course during the year by

- conducting monthly board meetings
- organizing monthly activities such as open house, party for parents, etc.
- preparing sales charts to stimulate competition among branches
- introducing extra-duty positions, such as Western Union operator, billing clerk, etc.
- arranging field trips to industry
- arranging a workday
- providing remedial training units
- preparing bulletin board displays
- developing new sources of customer leads

MODEL OFFICE ROTATION

The number of positions to be activated when the home office first opens will depend upon the number of students in the class and the time allotted to rotate them through the office.

The best student should be placed in the home office first so that he may prepare the necessary records. Alternating a good student with a poorer student is often effective.

If class size and time permit, students who were in the home office at the beginning of the rotation may be recycled through the home office to perform the closing activities.

STUDENT ORIENTATION

Explain the philosophy of simulation. Since the class will be operated as an office situation, it may be the first time that these students have encountered such a complete departure from structured classes.

Make sure that the students understand their individual responsibility for performance during the school year. Since the concept of an office-like atmosphere will be new to most of them, unusual situations will develop from a lack of complete understanding. (If independent study is used, the material should be given to students on an individual basis.)

Give students an overview of the school year by

- touring the model office, training laboratory, and storage areas
- distributing a yearly time schedule to establish the scope of activities and student involvement
- describing the grading standards
- discussing individual responsibility for sharing work stations with other classes
- having them stock desks with the necessary supplies and reference materials

PRE-TESTING

The purpose of pre-testing is to

- determine the present level of competency for each student
- determine the type of remedial instruction needed
- aid in pairing students for the operation of each branch office

It is important to note the time spent on each pre-test so that the same amount of time can be allotted for the post-tests.

Areas of pre-testing should include:

- Typewriting - Timed writings; arranged, unarranged, and rough draft letters; tabulations; numbers; composition of memos and letters; proofreading-typing tests (content material should relate to the type of business being simulated).
- Grammar - Capitalization; punctuation; abbreviations; verb agreement; possessives; numbers; pronouns; word division; one word or two (e.g., some one, someone).

Pre-tests in alphabetic filing, basic math applications, shorthand (related to the simulation), simulation terminology, data processing, clerical and shorthand aptitude tests, and industry tests may also be conducted.

After pre-testing, the class average should be calculated and a chart prepared for each student showing the class average and the student's average, so that he can see what areas need the most attention. An excellent way of doing this is to plot the class average on a spirit master in red and distribute a copy to each student on which to record his own scores.

The purpose of pairing students is to

- provide a weak student with a strong partner
- reduce the number of branch offices feeding into the home office
- create situations requiring the joint functioning of different personalities

If the class is too small, the pairing process may not be feasible.

The pairing decision is the teacher's. Office workers rarely choose their co-workers or their supervisors, and students must be made aware of the importance of getting along with all types of people.

If pairing is done early in the year, pre-simulation duplicating units can be used to produce letterheads, checks, deposit slips, etc., which bear the names of the students operating the branch.

PRE-SIMULATION

The initial rotation covers activities which involve equipment and tasks to be encountered when the simulated company is activated. Depending on the equipment available, each teacher should determine which units can best be taught through rotation, battery, tapes, belts, discs, or television loops.

Some of the areas to be covered during pre-simulation are telephone techniques, grooming, employment procedures, business loans, company and branch forms, mail handling, payroll, duplicating, location of supplies, data processing equipment, adding and calculating machines, proportional-spacing typewriter, business letters, filing, posting techniques, and machine transcription. Students should keep a notebook concerning these topics for reference throughout the year.

JOB INTERVIEWS

The purpose of the job interview is to

- fill the positions in the model office
- expose students to a realistic situation requiring proper grooming, courtesy, interest, and follow-through

Have a person from the cooperating company, if possible, do the interviewing. Ask him to complete an evaluation form for each student and to rate each one from a high to low status. Provide a student receptionist for the interviewer to create a businesslike atmosphere.

Prior to the interviews, students should be asked to prepare the following:

- application letter for a position in the model office
- data sheet to accompany the application letter
- application form (used by the parent company)
- letters to persons listed as references asking for permission to use their names
- thank-you letters to those people who give reference permission

After the interviews, ask a counselor or an administrator from your building to administer aptitude and ability tests on a group basis. Students in the class could be sent individual letters notifying them of the testing sessions to be held. Also included may be timed writings, shorthand speed tests, and machine transcription tests.

Following the interviews and employment tests, a panel discussion by the teacher, employment test administrator, and interviewer could be held. The panel would discuss anonymously the various "applicants" for the jobs.

The results of the job interviews, pre-testing, employment testing, attendance records, and pre-simulation performance may be used to determine who goes into the home office first and in what order. (Keep in mind the previous discussion on the advisability of alternating more able and less able students into the model office.)

OPENING THE HOME OFFICE

The home office and the branch offices are opened simultaneously. The date of opening will depend on the number of weeks needed to rotate the students through each of the positions established in the model office. Even though all students have not completed the pre-simulation units, those students may continue to work on their unfinished units after the offices have been opened.

The home office should start with an excellent student assigned to the desk of receptionist. This student will have the responsibility of setting up the files and records for each position, even though he will be occupied during the first week by filling supply orders or stocking desks, keeping log sheets for incoming and outgoing mail, and preparing a directory of agency addresses and telephone numbers.

If there is a large class enrollment, two or more positions may be filled with capable students. However, these students will have to function in positions for which they have received no previous preparation.

All positions in the home office should be provided with job descriptions and/or flow charts of the various functions performed in the home office.

A business loan should be obtained for financing the home office operations. The process of obtaining a loan could be included as one of the pre-simulation units, using actual loan application forms from a local bank. The amount of the loan will need to be larger than the amount necessary for operating a branch office. The type of loan required may be a

- specified amount to be repaid in monthly payments
- demand note due at the end of the simulation
- loan which will not require repayment

Salary payments normally begin at the end of the first week of company operation. This duty may be assumed by the person alone in the office (receptionist) acting as a temporary office manager, or it may be a duty assigned to the student who is serving as the banker.

When communication is necesaary between the home office and the branch offices, this should be carried out by phone (where available), memo, letter, and telegram. Students should be discouraged from "visiting" the model office.

OPENING THE BRANCH OFFICES

A business loan should be obtained by each branch office similar to the one obtained by the home office. The amount of the loan will depend upon how it is to be used. If the branch is responsible for all bills (utilities, rent, and payroll) and/or the simulated business is one which loans money to customers, the amount should be large enough to cover these obligations.

If the students in the branch offices have been paired, it is not advisable for both of them to be in the home office rotation at the same time. One student remaining in the branch at all times can carry on branch operations both for himself and his partner. It is recommended that after one partner finishes his time in the home office, a full week be allowed for both partners in the branch office to function together before the second partner is sent through the stations in the home office.

Students will deposit the loan money in their respective branch banks, using a deposit slip prepared in the pre-simulation. Proper entries should be made in a set of books, which should be established for the operation of each branch.

If the simulation requires the branch to have a license, tax exempt stamp, or tax number, students may write letters applying for them. However, these letters should not actually be mailed to the specific agency unless prior arrangements have been made.

Depending upon the philosophy of the teacher, desks may be supplied with expendable materials. However, if students are given a price list of forms and supplies which may be ordered, each branch should prepare a purchase order and send it to the home office to be filled.

Students should be given an expandable folder to establish files for their branch offices. Files can be set up for supplies, bills, correspondence, and other permanent records.

The teacher should contact other teachers in the school to solicit their cooperation in obtaining "customers" for the branches. The partners may write letters to the teachers participating in the program asking permission to use the students in their classes as customers. The teacher should obtain a list of the students in these other classes and write each name on a separate index card for distribution among the branches. Contacts with these "customers" would then be made by the various branch offices.

OPENING THE BANK OFFICE

To realistically simulate the flow of money--bank deposits, checks, and reconciliation--the role of a banker should be integrated in all simulations. A student from the class may be trained as a banker, or someone may be chosen from a bookkeeping class and given extra credit.

A mailbox should be set up and labeled "Bank" for agencies to use in depositing all checks. Sample ledger card forms may be obtained from a local bank and reproduced, as well as special bank reconciliation forms. The banker should process all checks and deposits sent to him from the various agencies and home office. The banker should process all entries on a posting machine using ledger cards, if available. At the end of each month, the deposits and withdrawals should be summarized, a bank service charge computed, and a statement prepared to accompany the canceled checks returned to each office.

If desired, the student selected to act as the banker may also serve as an employee for the Internal Revenue, airline office, utility companies, etc. This student may send monthly bills to each office for the utilities and rent, or as an alternative, the teacher may send a memorandum to each agency stating the monthly bills to be paid.

WORKDAY

A minimum of one workday should be planned by the teacher to give the students an on-the-job experience in a business similar to the class simulation. Where work stations similar to the one being used in the simulation are difficult to find, a diversified work station setup will have to be used. Remember, the simulation is designed to instruct the students in the operation of a typical office rather than train them for a specific type of business.

Establish a workday date early in the school year. With the help of the resource company, solicit the cooperation of other businesses in providing work stations. Each student is assigned to one of the work stations and should write letters to the teachers of his other classes requesting permission to be absent on that day. The letter design may include a tear-off section for the classroom teacher to indicate approval of the student's absence.

Following approval, the student should write a letter to his assigned work station introducing himself, verifying the date and the working hours in that office, and inquiring about provisions for lunch, parking, etc.

The teacher will then arrange for parental permission and transportation. A student who does not receive a confirmation from the business should place a follow-up phone call. Prior to the workday, a class discussion should be held concerning appropriate dress and conduct. Each student should be given the school phone number in case of an emergency involving transportation, illness, etc. For use in a class discussion the following day, each student may also be provided with a checklist of equipment, forms, procedures, etc., which may be encountered during the workday.

After class discussion of the workday, each student should prepare thank-you letters to the business visited. A form letter should be composed by the teacher for the teacher's signature and another letter should be written in the student's own words.

CLOSING ACTIVITIES

It is important for students to experience the typical activities that would accompany the closing of a branch or home office.

Final payment of the initial loan and the monthly expenses should be made; income tax forms and refunds should be finished; check stubs should be reconciled with the final bank statement; final statements of income and expense should be prepared; and a comparison should be made of the volume of business generated by each office during the simulation.

Housekeeping activities should include cleaning out files and desk organizers and storing equipment for the summer vacation. (Save extra letterheads for typing classes to use next year.)

Students may be provided with a checklist of highlights for the school year and asked to write a final evaluation. This evaluation should be typed and remain anonymous in order to be the most effective for the teacher in planning activities for the following year.

POST-TESTING

Post-testing is used to determine individual achievement based on pre-test scores and to provide a comparison of class achievement based on pre-test scores. The pre-testing format should be followed, including the same timing. Students should plot the post-test scores on graphs to show the changes which occurred during the school year.

GRADING

The teacher conducts a continuous evaluation throughout the entire year based on attendance, attitude, performance in the model and branch offices, volume of work produced, ability to work with others, and development of self-confidence. Of necessity, much of the grading within the simulation concept will be subjective.

Special emphasis should be placed on grading student attendance. Absenteeism is a particularly vexatious problem in today's business world, and it is important to develop the student's responsibility in this area.

In addition to remedial work, the teacher may set up special course requirements. For example, a sales quota may be established for each branch office to meet; or if the skill of machine transcription is desired, the student may be graded on the number of mailable letters prepared.

Several different types of tests may be administered, such as situation tests, performance tests, duties in the model office tests, and remedial work training tests. However, the evaluation procedures should be patterned after the office-style tasks performed by the student during each particular grading period.

FOLLOW UP

To evaluate the effectiveness of the simulation process, a follow-up questionnaire may be developed cooperatively with the present students. This will serve several purposes, in addition to preparing this year's graduates to respond to future follow-up inquiries.

THE IN-BASKET TECHNIQUE

PURPOSE

In-basket exercises are a means of developing and evaluating the student's ability to make decisions related to office situations. In addition to teaching and testing for the production of mailable letters, the ability to file rapidly and accurately, and other traditional areas of Secretarial/Office Practice, we should also cover such things as whether the student can

- see relationships among several tasks
- decide what to do first, second, etc.
- choose from several correct and incorrect forms those which should be used for the job
- adapt forms so that the information essential to the job is included
- follow through on a job without being specifically told to do so
- adapt to specific directions which may contradict instructions on previous assignments
- assume responsibility for checking reference sources when part of the information has been omitted
- assume responsibility for correcting obvious errors, such as "Monday, the 11th," when it should be the "12th"
- assume responsibility for checking the accuracy of figures given in an assignment and seek verification when necessary

Exercises can be designed to develop and evaluate one or more of the above behavioral objectives, thus making possible a much more accurate assessment of the student's probable success on the job.

SAMPLE EXERCISE

To reveal her ability to see relationships, the student could be asked to prepare an action sheet describing how she would handle the following items, which are in her in-basket when she arrives at the office on Monday morning at 8:30 a.m.

All three items must be skimmed in order to get the complete picture:

- Mr. Dolan cannot take the plane from New York to Chicago at the time planned
- Mr. Dolan does not want to be disturbed during the conference in Mr. Anderson's office
- Mr. Dolan has an extremely important meeting in Chicago at 3:30 p.m. today, regarding the merger of his company with Aerolon, Inc.

If the student handles these items one at a time, his action sheet will read quite differently from the action sheet written by a student who sees the whole picture.

BEST COPY AVAILABLE

1.

TELEPHONE MESSAGE

FOR Mr. C. Dolan

DATE 6-15-197- TIME 8:20

M. Miss Swaskind

FROM Am. Airlines

PHONE NO. 265-000, X-19

	TELEPHONED	✓	PLEASE PHONE
	RETURNED YOUR CALL		WANTS TO SEE YOU
	CAME TO SEE YOU		WILL CALL AGAIN

MESSAGE Flight 303, 10:30 a.m. today, delayed indefinitely. Hijackers aboard plane. Space available Flight 414, 11:05 a.m. Will hold until 9:30 a.m.

TAKEN BY Rosa

2.

6-15-197-
7:30 a.m.

At meeting in Jim Anderson's office. No interruptions.
Back 9:45 a.m.
Leaving for airport at ten.

C. D.

3.

6-14-197-
8:00 p.m.

Wire Matt Jones, 313 Church St., Chicago, that I will attend mtg. his office (Acrolon, Inc.) 3:30 Monday, 6-15, re merger of our two companies.

C. D.

STUDENT REACTION

Do not be surprised or upset if the first in-basket exercise meets with considerable resistance from the class. Making decisions is not easy, particularly when there is no memorized path to be followed. Neither is it easy for students to express themselves at the typewriter, look at tasks from several angles, or think under the pressure of time. Therefore, it becomes very important for you to prepare your class carefully for the first exercise. For example, put the items you plan to include on overhead projections and have the class brainstorm as many ways of handling the items as possible. The next day, give the students the same items, or paraphrased versions, and ask them to prepare an action sheet. (Make the documents to be handled as realistic as possible, giving students individual, handwritten notes, telephone messages, rough drafts, etc.)

Eventually the student can be asked to determine in what order the tasks should be done, as well as to describe how to handle them. An obvious example of this nature would be to ask students to prepare (1) a congratulatory letter, (2) a telegram ordering a part for a computer that is out of order, and (3) a memo notifying departments of a meeting at nine o'clock the next morning. The action sheet would then contain a Priority column showing the order of tasks to be 2, 3, 1.

As the year progresses, the student can be challenged with finer discriminations, time allotments, and production, keeping in mind always that the prime concern is decision-making. Even when the student is required to "do those things which must be done before your employer boards the plane," she should be able to obtain a passing grade on the action sheet alone, however unorthodox those decisions may be. Otherwise, her growth and confidence in decision-making will be stifled.

EVALUATION

When evaluating the student's action sheet, considerable latitude should be allowed so that the act of making a decision receives the most reward. The quality of the decision may be rewarded slightly, after considerable experience in this type of activity has been provided. Each student comes from a different background of personal and work experience and should not be penalized for something that is yet beyond her control. Even the deduction for typing and spelling should be minimal so that it does not overshadow the decision-making. As a matter of fact, these exercises should be nearly fail-proof in order to encourage the student to think things through for herself.

Assign a simple point value, such as five points for each decision made (plus the additional quality points listed on the teacher's guide sheet if the experience of the class warrants). These points may be accumulated for all in-basket exercises during a marking period, or each one may be rated immediately to provide feedback and incentive.

Construct a guide sheet for in-basket items *before* the exercise is given to the students, so that you will be prepared to answer many of their questions as soon as the papers are handed in. A guide for the sample exercise illustrated above might look like the following:

TEACHER'S GUIDE

Item	Possible Actions by the Student-Secretary	Quality Pts.	Basic Pts.
1	Call the matter to Mr. Dolan's attention as soon as he returns.	1	
	Have Mr. Dolan call back.	1	
	Call Mr. Anderson's secretary and let her handle it.	1	
	Interrupt the meeting because it is so important.	2	
	Reserve the second flight, since it will undoubtedly reach Chicago in time for the meeting.	3	
	Will reserve the second flight, call Mr. Anderson's secretary, explain situation, and leave it to her judgement as to whether the meeting should be interrupted. Perhaps the meeting should be held for a longer period of time, now that it is available.	4	5
2	Do not interrupt the meeting under any circumstances.	1	
	Transfer only emergency calls.	1	
	Interrupt meeting to find out what Mr. Dolan wants me to do about the plane reservations.	1	5

Item	Possible Actions by the Student-Secretary	Quality Pts.	Basic Pts.
3	Phone Western Union	1	
	Phone Western Union and send following wire: Will be at meeting in your office 3:30 this p.m.	2	
	Phone Western Union, send following wire, and ask for confirmation.	3	
	"Will attend merger meeting in your office at 3:30 p.m. today."		5

Total possible basic points +15
Total possible quality points + 8
Total possible score +23

Grading Scale:

Without Quality Pts.	With Quality Pts.
15 - A	23 - A
10 - B	19 - B
5 - C	15 - C
1-4 - D	10 - D

(The above scale makes it possible for a student to make two of the three required decisions and still get a passing grade.)

As soon as students understand that you will reward the act of making a decision and develop a trust that you are not "out to trap them," many lively discussions will develop around their interpretations of the in-basket exercises. Not only will your classes become more interesting and challenging, you will be making a significant contribution to their preparation for the business world by counteracting the tendency of our educational process to present information in neat, self-contained little packages.

SECRETARIAL PRACTICE SYLLABUS

JOB SEEKING AND BEHAVIOR ON THE JOB

JOB SEEKING AND BEHAVIOR ON THE JOB

The student enrolled in *Secretarial Practice* is, ostensibly, interested in placement in a stenographic or secretarial position upon graduation. In order to obtain and to hold an interesting and promising job, the graduate must have marketable skills, know the employment opportunities, know how to apply for a job, be able to apply his or her innate and learned talents to what is expected for optimum performance on the job.

If the student is going on to higher education, he or she will find the employment information in this module useful in seeking summer, part-time, or permane ' employment later.

Creation of the office atmosphere in the classroom assists the student to

- Gain self-confidence
- Assume responsibility to perform realistic tasks
- Use common sense in decision making
- Make a self-analysis by using the check list shown on pages L-19 and L-20.

In order to assist *Secretarial Practice* students to prepare for employment, this module deals with

- Development of a positive and pleasant personality
- The need to show a genuine interest in and a liking for people
- The importance of personal integrity
- The need to persevere until the task is done well
- The essentials of good grooming
- The use of good common sense in any situation.

The office worker must be not only skillful and efficient, but he or she must be adaptable, cheerful, sociable, attractive, agreeable, tactful, emotionally stable, mature, poised, punctual, dignified, optimistic, and have a sense of humor. Development of these personal attributes enlarges the student's opportunities for employment and advancement.

Training for job entry should include exploratory experiences in a variety of business areas and occupations. The student should have a clear overview of the world of work in order to assess his or her job potential. There is a demand for qualified high school graduates in today's office occupations; but false starts are expensive.

U.S. Department of Labor reports indicate a strong employment market for office workers. Stenographers, typists, and secretaries top the Manpower Study Employment Opportunity list with almost four times as many anticipated openings as in any of the other nine categories. The Occupational Outlook Handbook states that openings in office jobs are expected to total more than 230,000 annually in the United States, because of new jobs, retiring workers, and workers who take other employment. The Encyclopedia of Careers and Vocational Guidance, Volume II, Careers and Occupations, puts the job increase at 300,000 a year.

Two-thirds of the office employees work a 40-hour week, although 37 1/2 and 35 hours a week are common in Northeastern U.S. Various publications give a national range of $5000 to $6500 for annual salaries of office workers. However, the local employment market may differ.

Although the outlook is bright, job hunting can be challenging, if not disheartening. The graduate should have faith and be persistent. If first attempts fail, take stock, determine weaknesses, and try to correct them. Business teachers must cooperate with guidance counselors to be constantly aware of current trends in local, State, and National business and employment. The Business Education Department should work closely with the school district curriculum coordinator and other administrators in order to provide educational programs and alternatives to prepare students properly for the employment market.

Follow-up studies on student employment are recommended. Employed graduates can give very helpful suggestions about the job skills and employment information which will help present students prepare for their goals.

There are thousands of different occupations and a great variety of employers. Students should ask themselves such questions as

- What careers look interesting?
- What is the competition?
- How much education is required?
- What skills are needed?
- What are the starting and potential earnings?
- What are the working conditions and fringe benefits?
- What are the promotional opportunities?
- Would I be happy in this occupation and this firm?

EMPLOYMENT OUTLOOK

Increased paper work and new demands for data collection and analysis indicate that more office jobs will be available. Clerical and service worker occupations will account for more than 40 percent of all jobs for new entrants into the labor force during the next five years. It is anticipated that by 1975 there will be 468,000 stenographic, typing, and secretarial positions.

Circumstances increasing demand for office workers are

- Greater use of accounting information in business and government, and expanded use of automatic data processing in program planning, operation, and evaluation.
- Growth of medical and biological research
- Medicare and medicaid, extension of hospital insurance
- Expansion of higher education
- Development of air terminals and highways
- Human resources development
- Growth in fields of finance, real estate and insurance
- More self service stores, more cashiers
- More bank tellers

PRIMARY REQUISITES TO SECRETARIAL SUCCESS

- Intelligence - a keen orderly mind
- Health - vitality and energy
- Social characteristics:
  - Courtesy - creating goodwill
  - Tact - in dealing with people under trying circumstances
  - Tolerance - an understanding of human nature
  - Poise - self control
  - Loyalty - to employer and his business
  - Adaptability - ability to adjust oneself to personalities of other people
  - Personal appearance - neatness
- Work characteristics:
  - Speed and accuracy in everything done
  - Ability to follow instructions
  - Alertness
  - Thoroughness - ability to see a job through to completion
  - Resourcefulness - ability to meet emergencies
  - Judgment in handling people and situations - ability to decide how and when to do things
  - Executive ability - including initiative
  - Punctuality
  - Concentration
  - Dependability
  - Ability to accept criticism
  - Respect for authority and fellow employees
  - Compliance with company rules
  - Integrity and confidence
  - Cooperation

The ability to get along with others depends on your personal characteristics and adjusting your personality to the personalities of others with whom you are associated.

SUGGESTIONS FOR AMBITIOUS BEGINNERS

- Cultivate the friendship and admiration of those about you
- Do excellent work on every job assigned to you
- Keep in practice on any skill that you anticipate using in the future
- Welcome new assignments as opportunities to prove your abilities
- Do not be afraid to let your employer know your ambitions — but never discuss your ambitions with persons other than your superiors.

SELF-IMPROVEMENT

Any kind of work may become so routine that the mind of the worker is dormant most of the time. He or she can avoid this deadening effect of a routine job by consciously trying to improve his or her mental alertness and faculties through proper educational, cultural, and social activities.

Office work often is so confining that you tend to neglect your physical health. Taking part in active sports after work or participating in a night school gymnasium class will keep your body fit and will renew your physical energy. Get out into the open air as much as possible.

SPECIFICATIONS FOR SOME OFFICE POSITIONS

Stenographer — takes dictation from one or more persons and transcribes notes on a typewriter. Dictation is by use of shorthand or dictating machines. Duties include typing, shorthand, addressograph, adding machine, duplicating and copy machines, telephone, receptionist, general clerical and other office tasks, and composing routine letters. The stenographer's job may include all or any combination of these duties.

Senior Stenographer — possesses a higher degree of stenographic skills and performs more responsible clerical work, may be called a technical stenographer (medical, legal or scientific terms, foreign language).

Public Stenographer — may specialize in record proceedings in law courts, conventions, meetings, press conferences, and government legislative committees. The public stenographer is usually self-employed or works through a reporting agency.

Reporting Stenographer — sometimes called the Court Stenographer. This is a highly specialized field and notes are taken by machine shorthand rather than the hand-written shorthand. The reporting stenographer must be exceptionally rapid and accurate, 200 words a minute is not uncommon. Technical language for extended periods of court reporting are demanding. Salaries range from $10,000 to $20,000 a year. There are more men than women employed in this occupation.

Secretary – in addition to stenographic work, relieves employers of routine tasks, and handles a variety of business details on own initiative. Duties vary according to the nature of the employer's business and the secretary's experience and abilities. The secretary takes care of appointment schedules, travel arrangements, preparations for conferences, correspondence, confidential records, financial records such as payroll, petty cash, supply orders, and some tax matters. Some secretaries supervise other office workers. Those secretaries who work in specialties such as law and medicine require additional education and experience.

Social Secretary – attends to personal and social matters for employer. Employed primarily in large government or corporation offices.

Office Machine Operator – few office machine operators spend all their time on one machine. The more common operations are billing, bookkeeping, adding, calculating, tabulating, varityping, duplicating, keypunching, and other data processing.

Typist – has competence on several kinds of typewriters. May also operate a teletypewriter, flexowriter, etc.

Clerk-Typist – does straight copy typing, primarily, and may do other office work, such as filing, sorting mail, etc.

Transcription Machine Operator – listens to a transcribing machine while typing finished copy. This occupation requires a good foundation in Business English, particularly grammar and spelling.

Cashier – handles money, makes change, gives receipts, charges on credit cards, does some typing, some recordkeeping, and/or some selling. Thousands of cashiers are employed in supermarkets, restaurants, theaters, public utilities, and in many businesses as disbursement, credit, or cash accounting clerks.

Front Office Clerk – works closely with the reservations clerk and the cashier in hotels and motels.

Key Punch Operator – operates a keyboard similar to a typewriter to punch cards for use in data processing. Therefore, there is positive transfer for a typist in learning to operate the key punch.

Receptionist – is the employer's first contact with visitors. Duties may include keeping a log of callers, opening and sorting mail, administering petty cash, operating a switchboard, and some typing. There is a limited opportunity for advancement from this position for a person with an attractive appearance, pleasant voice, disposition, and manners, good judgement, and communication skills.

Printing and Graphic Arts – the offset printing process and plate making has opened many opportunities to the typist with a knowledge of photography, plate making, type composition, press work, and binding. Compugraphic machines, which align material for newspapers, books, law briefs, etc., automatically from magnetic or punched tape, have opened another field for typists.

STUDENT BEHAVIORAL OBJECTIVES

Level I

This level is exploratory in nature and is designed to

- acquaint the student with a variety of office jobs
- give her a better understanding of her capabilities
- provide an opportunity for self-improvement

At the completion of this level, the student should be able to

- Show knowledge of job classification by selecting proper titles from ten multiple choice questions in 10 minutes with 90 percent accuracy.
- Relate what the employer expects of her on the job from ten completion questions, with 90 percent accuracy.
- Tell where to find job openings by listing five of seven sources covered.
- Substantiate a tentative job choice and relate her reasons orally or by short written essay; these should tie in with self-evaluation.

JOB SEEKING AND BEHAVIOR ON THE JOB

OUTLINE OF CONTENT

Level I

Content	Teaching Suggestions
I. Introduction	
A. Explore job areas	Using the specifications for some office positions, which begin on page L-5, discuss duties, education, skills, knowledges, attitudes, etc. required for the jobs in which the class is interested. Have students select office occupations, check with the N.Y.S. Employment Office about the local, county, and State job market, and inquire of major employers, such as Civil Service regarding duties, career ladders, etc.
B. What employers want	Discuss the concept of a full day's work for a day's pay. Use role playing on "Your first day in office," "Human relations on the job," to prepare for transition from classroom to office.
C. Self-analysis	Help students to evaluate personal strengths and weaknesses in order to set realistic goals.
D. The right job for you	Have students type reports on topics such as, "How I expect to get an interesting job which will provide opportunity for self-improvement and advancement."

Content	Teaching Suggestions
E. Self-improvement	Continue speed drills to improve typing and shorthand skills. Encourage students to read to keep up with current events. Invite local employers, former students who are employed, personnel directors, etc., to speak to the class. Use brochures, films, slides, etc.
II. Job Openings: A. Newspaper advertisements B. Public employment agencies C. Private employment agencies D. Family and friends E. Civil Service agencies F. Business and industry G. School guidance office	Have students use the classified section of the local newspapers. Visit the employment agencies in your area. Family and friends often know where job vacancies may exist. Discuss testing used by industry and employment agencies, Civil Service testing for typist and stenographer, and being put on the availability list for employment. Arrange for Civil Service Examinations to be given in your school. The students are tested in a familiar surrounding, they are acquainted with the various equipment, and are more at ease.
III. Evaluation: A. Job areas B. Employer requirements C. Self-analysis and self-improvement D. Job openings	Use multiple choice questions covering job classifications, 90 percent accuracy required. Discuss a self-evaluation scale with each student upon completion to develop self-improvement goals. Measure students' ability to retrieve information. Discuss reasons for selection of a tentative type of employment.

JOB SEEKING AND BEHAVIOR ON THE JOB

STUDENT BEHAVIORAL OBJECTIVES

Level II

At the completion of this level, the student should be able to

1. Select one of three sample job applications and apply for the one she is interested in. Prepare a letter of application, data sheet, and a personal portfolio. All pertinent areas should be covered with 90 percent accuracy.

2. Role play interview situation, fill out application forms, (grade for neatness and completeness), give a three-minute timed writing, or dictate a short letter for transcription to secure a sampling of student's work. No more than three errors should be allowed in timed writing. The untimed letter should be mailable copy, no errors.

3. List her personal pros and cons regarding job selection. This must be subjective and the use of good common sense is essential.

Content	Teaching Suggestions
I. Preparation for Job Application	
A. Social Security number B. References C. A well-planned job hunting program D. Letter of application E. Application forms F. Data sheet G. Portfolio	Explain social security. If the students do not have a social security number they should visit the nearest office and apply for one. Each student should begin to obtain consent of persons for use as references. Advise the class not to use other students or relatives, but adult members of the community. After determining the type of work the students want to do, decide where they would like to work (locality) and then the company or firm where they think they would be happy. This should be tied in with information they have about the opportunities in their locality and the surrounding area. Have the student prepare letters of application for several jobs advertised in the local newspapers. A form letter should be followed to some extent so all items will be covered. Secure sample application forms if possible. Have students fill these out to become aware of the types of questions they will be asked. Have the student prepare a data sheet (sample on page L-21). This makes this procedure familiar to her; and with practice will become an easy task. A portfolio containing samples of the student's work, awards, etc., is sometimes helpful.

Content	Teaching Suggestions
II. The Interview A. Self-preparation B. Check list C. Arrival time D. Questions asked by the interviewer and questions the applicant may wish to ask E. Show confidence in yourself not just your skills F. How to leave the interview	Conduct "Interview Days" when students come to class dressed and groomed as if going for a job interview. Neat, clean, well polished shoes, casual dress, not cocktail wear or sportswear, should be the order of the day. Make a check list of the things the applicant will need, such as social security number, pencil, pen, eraser, addresses of references, etc. The applicant should arrive on time, or a few minutes ahead of schedule, and make herself known to the receptionist. Role playing is very helpful here. After the material on receptionist in the office has been covered, let the students take turns playing receptionist and caller at the office. It is sometimes helpful if the teacher varies the situation, by giving each student a different role. This really amounts to a work experience project in the classroom. Urge your students to, "Think of the questions you may be asked and how you would best answer them; also think of some of the things you would like to know about the job; and do not hesitate to ask questions." The first job is sometimes the most difficult to obtain. The inexperienced applicant has only his or her entry-level skills, appearance, and personality to convince the employer or interviewer that he or she is the best person to fill the vacancy. Role playing by student and teacher as interviewer here is very helpful. Practice leaving the interview graciously. The applicant should thank the interviewer and mention where and when he or she may be contacted by phone. Tape interviews with students and let them listen and react.

Content	Teaching Suggestions
III. Selection of the Right Job Offer	
A. Weigh the pros and cons of each offer B. This is an individual decision C. Part-time work when full-time employment is not available	Discuss the options open for the job applicant. . Apply for more than one job opening, if possible. . If more than one offer of employment occurs, the applicant can get the advice of others, but it is essentially his or her final choice. A careful comparison of the advantages and disadvantages of each position should be made. . Consider the working conditions, chances for advancement, the kind of business, large or small office, impressions of the employer, the staff, etc. Request the students who are working part-time to explain the advantages to the rest of the class. Consider the possibility of having to take a temporary or part-time job instead of a full-time position upon graduation. It would be better than no job at all, it would give the graduate that precious commodity "experience," and it could develop into a full-time position.
IV. Evaluation	
A. Job application	Given a choice of three available jobs, the student should select the one for which she feels best prepared and then type a letter of application, a data sheet, and a personal portfolio. All material should be typed with 90 percent accuracy.
B. Interview	Follow through with the simulated job application by conducting a personal interview with the student. Use personal evaluation here, rather than an objective testing device. Application form can be graded by neatness, completeness, accuracy, etc.
C. Job selection	Student should at this time be able to list pros and cons of this job.

JOB SEEKING AND BEHAVIOR ON THE JOB

STUDENT BEHAVIORAL OBJECTIVES

Level III

At the completion of this level, the student should be able to

1. Take a second look at self-evaluation, strive to improve proficiency levels, and understand accepted office attitude and behavior. Understand the importance of personal appearance. Have an awareness of the fact she is not going to be offered each job she applies for, and if unsuccessful after a period of time--why?

2. In role-playing situations comprehend why a person may lose her job, put herself in the employer situation. This should be tied in with daily proficiency in job performance with an outlook toward improvement and advancement.

3. Relate the nine major reasons for job dismissal by matching reason with a given situation.

4. Given situations regarding carelessness, poor work habits, lack of initiative, etc., make common sense decisions on how these matters may be handled effectively.

JOB SEEKING AND BEHAVIOR ON THE JOB

OUTLINE OF CONTENT

Level III

Content	Teaching Suggestions
I. Reasons for Failure to Gain Employment A. Appearance B. Unrealistic requests C. Lack of skills D. Attitude and behavior	Each of the topics at the left would make good subjects for discussion, written reports, debate teams, and guest speakers. Points to consider are . The employer will expect the employee to be as neat and well dressed in the office as he or she was at the employment interview; . Entry-level skills may be good enough to obtain a job; but skill levels must be maintained to hold the job. Career employees realize that in order to advance, skills and knowledge need to be increased. . The new employee (as well as the old employee) must get along with the boss, fellow employees, and the customers. Flexibility, congeniality, and cooperativeness are important personal attributes to have or to develop. . The value employee is able to produce just as well under pressure in periods of peak loads.
II. Why Employees Lose Jobs A. Carelessness and slowness B. Unwillingness to adjust to office situations C. Failure to follow instructions D. Inaccuracy E. Lack of initiative F. Lack of ambition G. Disloyalty H. Irresponsibility I. Inefficiency	In office simulation and role-playing situations in the Secretarial Practice classroom, many of the reasons why employees lose jobs will be exhibited in the behavior and performance of the students. Depending upon circumstances, incidents may be discussed privately or with the class.

Content	Teaching Suggestions
III. Behavior on the Job	
A. Rapid adaption to office routine B. Willingness to accept responsibility C. Pride in each task done well D. Enthusiasm E. Cooperation F. Advancement	Bring the following cautions about behavior on the job before your students . It will take a few days to learn the office routine. The new employee is in no position to revise or improve accepted routines. Such opportunities will come as the new employee demonstrates sufficient competency and knowledge to win the confidence of the rest of the staff. . It is difficult to have a perfect match between the worker and the job; but the closer the worker's qualifications match the job requirements, the more likelihood there is for mutual satisfaction. . Opportunity for advancement in the present company or a good recommendation to future employers depends upon behavior on the job.
IV. Evaluation	
A. Reasons for failure	Proficiency skill levels and behavior. Take a second look at self-evaluation, have weak areas been improved?
B. Why employees lose jobs	Personal traits - student should be able to retrieve nine major reasons and relate why these are important to the employer.
C. Behavior	Given specific office situations the student should be able to make common sense decisions on the best way to handle them. The following employment situations may be used as oral or written examination items. Ask the students to describe how they would handle some of these situations. . Mary is consistently tardy. Although the office opens at 9 a.m., she arrives at 9:15 a.m. . Tom is always chewing gum and "popping it."

Content	Teaching Suggestions
IV. Evaluation (cont'd)	. Ann does only what has been explained to her in detail. When she finishes that task, she waits to be told what to do next. . Ellen makes careless errors in her work. . George frequently borrows money for coffee or bus fare and forgets to repay. . Jean is a chain smoker in an office where no one else smokes . Boyd has been taking office supplies home and claims that everyone else does it. . Mary tells you in strictest confidence that the reason Ellen works so slowly is that she is on hard drugs. The examination items given above, and similar situations the teacher may outline, can be used effectively as end-of-module group discussions.

SAMPLE FOLLOW-UP LETTER

Return Address
Date

Dear _____,

I have information on some of my former students, not on others. I am attempting to keep our records up-to-date. Would you be interested in receiving a newsletter about the progress of your former classmates?

It would be greatly appreciated if you would fill out and return to me the enclosed form on or before _____date_____, if at all possible.

If you are not employed, please fill out as much of the form as you can. This will give us your current address, married name, etc.

I send my best wishes for your success and happiness and my sincere thanks and appreciation for your cooperation. If I can ever be of assistance, please feel free to contact me.

Sincerely yours,

Teacher's name

Enclosure

SAMPLE STUDENT SELF-EVALUATION SCALE

		YES	NO
1.	Are you interested in office work?		
2.	Are you relaxed while working?		
3.	Are you in good health?		
4.	Are you alert?		
5.	Have you a sense of humor?		
6.	Do you work well with others?		
7.	Is your shorthand satisfactory?		
8.	Do you verify and correct dictated material?		
9.	Is your typewriting satisfactory?		
10.	Do you check your work?		
11.	Can you erase properly?		
12.	Do you know proper mailing procedures?		
13.	Do you know postal rules and rates?		
14.	Can you do production jobs?		
15.	Do you know correct indexing and filing procedures?		
16.	Can you handle supplies effectively?		
17.	Are you a good office housekeeper?		
18.	Can you meet the public?		
19.	Is your telephone manner a pleasant one?		
20.	Do you use proper telephone techniques?		
21.	Do you understand banking practices?		
22.	Can you arrange your employer's work effectively?		
23.	Can you diplomatically protect your employer from interruption?		
24.	Are you aware of the necessity for economy in the office?		
25.	Are you systematic?		
26.	Are you familiar with the use of charts and graphs?		
27.	Are you familiar with manuscript typing rules?		
28.	Are you tactful?		
29.	Can you use reference books effectively?		
30.	Can you accept responsibility and authority?		

Sample Student Self-Evaluation Scale (continued)

		YES	NO
31.	Can you accept criticism constructively?		
32.	Is your grammar, punctuation, and spelling what it should be?		
33.	Do you use the dictionary?		
34.	Are you aware of proper capitalization, abbreviation, and numeric rules?		
35.	Do you strive to improve your vocabulary?		
36.	Can you avoid the use of stereotyped expressions?		
37.	Are you familiar with synonyms and antonyms?		
38.	Can you follow directions?		
39.	Can you compose a business letter?		
40.	Do you understand proofreading?		
41.	Can you take and transcribe minutes of a meeting?		
42.	Can you type a tabulated report?		
43.	Can you prepare for a business meeting?		
44.	Can you schedule your work according to priorities?		
45.	Do you know the importance of confidence in the office?		
46.	Can you be loyal to an employer?		
47.	Can you work under pressure?		
48.	Do you know the importance of punctuality?		
49.	Are you aware of rules for keeping the office running smoothly?		
50.	Do you realize the importance of self improvement?		

SAMPLE PERSONAL DATA SHEET

Name _____

Address _____ Telephone _____

Type of employment desired _____

Personal data:

Age _____ Marital Status _____

Height _____ Weight _____

Education:

High School _____

College _____

Other _____

Experience:

Employer _____

Duties _____ from _____ to _____

Employer _____

Duties _____ from _____ to _____

References:

1. _____

_____

2. _____

_____

3. _____

_____

Other qualifications: _____

_____

SAMPLE FORM FOR FOLLOW-UP

PERSONAL INFORMATION SHEET

Name _____ Date _____

Present address _____

Employment:

Employer _____

Address of employer _____

Your duties or title _____

Employment dates - from _____ to _____

Education: Since attending High school --

School _____

Address of school _____

Course _____ Period of attendance _____

General Information:

Salary or wage you receive (gross) _____

How do you like office work now you are employed? _____

_____

Your comments on the education you received at school, pro-con, or both. (Areas you felt valuable, useless, etc.)

Do you feel information given in school regarding job application, interviews, resumé, and application forms, etc. was valuable?

Yes _____ No _____

If yes, please check one you feel most beneficial:

Class discussions _____

Film strips _____

Textbooks _____

Brochures on job interviews _____

Role playing _____

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